DOCUMENT RESUME

ED 046 886 24 SP 004 633

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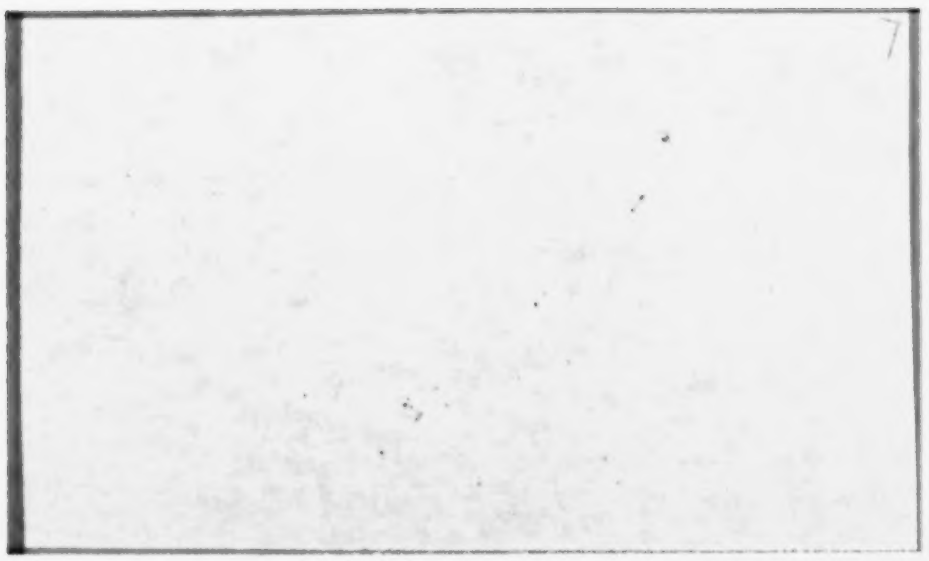
TITLE A Guide for Urban-Teacher Development. Final Report.
INSTITUTION Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
BUREAU NO BR-0-0383
PUB DATE 15 Nov 70
CONTRACT OEC-0-70-3292(508)
NOTE 243p.

EDRS PRICE EDRS Price MF-$0.65 HC-$9.87
DESCRIPTORS Behavioral Objectives, Culturally Disadvantaged, Disadvantaged Youth, *Program Planning, Questionnaires, *Teacher Education, *Teacher Education Curriculum, *Teacher Educators, *Urban Teaching
IDENTIFIERS Urban Teacher Development Questionnaire

ABSTRACT

This guide is intended to serve the information needs of the teacher-development decision maker, that is, of the teacher educator with special reference to urban schools. It is presented as a synthesis of information from a variety of sources and is divided into four sections, each a subdivision of the main subject--teacher development: 1) its aims and goals, 2) its role and function, 3) its program, 4) its resources. Each section contains content and activities designed to help the user actively plan his teacher-develcpment programs: the current principles and practices are outlined, followed by a description of more desirable principles and practices. The user is then introduced to activities designed to help him measure his local conditions, and these measurements and the resulting judgments are used in planning his program. The following appendixes are included: 1) the Urban Teacher Development Questionnaire, with an explanation of its development, methodology, and content, 2) a review of the literature, an annotated bibliography of 202 items, 3) advisory conferences, 4) visits to ongoing projects, 5) letter requests, 6) techniques for the review of the literature, giving principal sources of information, and 7) use of the consultant, a checklist. (MBM)



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FINAL REPORT
Project No. 0-0383
Contract No. OEC-0-70-3292(508)

A GUIDE FOR URBAN-TEACHER DEVELOPMENT

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November 15, 1970

The research reported herein was performed pursuant to a Contract No. OEC-0-70-3292(508) with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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Office of Education

SP004633

ACKNOWLEDGMENTS

The Project Team wishes to acknowledge the contributions of Alfonso Washington and Ronald Williams. The cultural knowledge and experience these men brought to the project was invaluable in the preparation of this guide.

FOREWORD

One could argue that public education in the United States is not yet meeting the needs of most students. Fantini and Weinstein[B-64]* tell us in The Disadvantaged that most of the nation's public in secondary schools are educationally disadvantaged. John Holt[B-88], in exploring failure, says "most children in school fail". He says that the failure for many is absolute: "Close to 40% of those who begin high school drop out before they finish". Of greater concern are the others who "fail in fact if not in name". Searching for internalized support for such an argument is less important than actively improving the quality of education where conditions are below the typical national standard.

Even if, as Kerner[B-157] points out, for the community at large, the schools have discharged their responsibilities well, this is not the case for inner-city schools. The fact is that the inner-city schools have failed to provide an educational experience sufficient to meet the individual needs of our inner-city youth. Toffler[B-182] points out that "the urban schools must change, not so much in what and how it teaches as in the attitudes, hopes, and interpersonal skills of its teachers and administrators". This view is supported by the fact that the city during the next decade can be expected to be populated principally by disadvantaged learners. These learners need educational improvement now and at an accelerating rate through the next decade. An improved educational experience must be provided for these children to overcome the effects of discrimination and deprivation.

The conventional wisdom abundant today does not fix with the school the responsibility for the inadequacies of the urban educational enterprise. That "wisdom" attempts to identify cultural background, family life, and heritage as causes of the child's inability. In Our Children Are Dying,[B-85] Hentoff cites the reasons typically given for an inner-city child's lack of ability or skill as the fault of his environment, neighborhood, home, or family. In maintaining that "the most important reason for the failure of slum children's educations lies not in the children but in the schools", Hentoff hypothesizes that slum children "are as much harmed by their schools as by anything else in their environment".

The child's human environment has been faulted; the physical school environment has been blamed and many more factors could be presented to explain the problems of inner-city education. These could range from the behavior of individual inner-city students to the lack of clarity and acceptance of national priorities. Hentoff captures the full range of concerns when he reminds us "the problem, then, is how to fix up not the children, but the schools". Within the range of reasons and causes for undergrade inner-city education, the quality of teaching stands out as an important issue. Clark[B-93], in documenting the inferior educational attainment of Harlem pupils, rejects explanations under the general heading of "cultural deprivation" and points to teacher attitudes as a cause for the success or failure of students.

Estimates state that 95 of 100 teachers come from basically middle-class backgrounds.[B-93] The ability of these teachers to deal with values and feelings outside their range of personal experience is crucial to effective teaching.[B-94] Teacher/pupil cultural differences may affect teacher attitudes, instruction, and discipline.

* References are coded by letter and number representing sequenced entries from the five sources of information used. The five source references are included in five corresponding appendices.

Becker[B-12] notes that middle-class teachers tend to judge slum children, both in terms of the "moral acceptability" of their appearance and actions and their ability to learn. Middle-class-oriented teachers studied by Ulibarri[B-187] recognized that their minority group students lacked motivation, had difficulty with assigned tasks, and possessed language deficiencies, but they did not perceive these problems to be related to differences in cultural background. Deutsch[B-93] speculates that the inner-city teacher's role was being transformed from that of an instructor to that of a monitor. Perhaps the middle-class teacher in an urban school is the disadvantaged. The tendency to fault the child or his culture, coupled with a failure to build on the strengths of the child's culture, may simply tend to perpetuate the present educational dilemma.

One may pry into many places in attempting to move urban education into a more desirable position. That position would include the development of warm, capable professionals to teach in the nation's urban schools.

The umbrella of teacher development, as defined for this guide, covers a wide range of considerations. These considerations range from the developmental experiences of the individual preservice teacher, through the experiences inherent in classroom teaching. They include the relevant in-service training experiences, and the individual human developmental experiences had by a single teacher. Teacher development, therefore, obscures the stigma of remedial education typically associated with in-service training while expanding the considerations normally labeled as teacher preparation.

Considerations within the range of teacher development would include criteria for new teacher selection, participation in teacher education, curriculum planning, content selection for in-service teacher training, and criteria for evaluating sabbatical leave experiences. Teacher development is meant to include the development of any staff member with instructional responsibilities.

Decisions regarding teacher development may be centralized with the director of staff development. Staff development decisions may also be made by individuals on a decentralized basis.

Regardless of who makes these decisions, the caliber of those decisions directly affects the quality of training and educational experiences provided to the teacher. In order that the decisions be made effectively and efficiently, the decision maker needs to have access to certain available information. That information should include relevant research findings, literature information, and information about current teacher development efforts. It should be appropriate to the mission of urban-teacher development and should be relevant to today's educational problems. The information then should be interpreted and assembled into a usable form. The document which follows provides interpreted and action-producing information appropriate and relevant to the planning, organization, administration, and evaluation of teacher development efforts in inner-city schools.

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A GUIDE FOR URBAN-TEACHER DEVELOPMENT

by

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November 15, 1970

INTRODUCTION

This guide is intended to serve the information needs of the teacher-development decision maker. In doing so, the guide links teacher-development decision maker with the key information sources which are appropriate and relevant to his function. By providing that linkage, the guide will have a chain effect ultimately resulting in better education for inner-city children. (See Figure 1.) The first link in the chain of effect provides the teacher-development decision maker with information. The second link represents the decision maker's utilization of information. Those experiences affect the third link by increasing the quality of teacher training for inner-city teachers. Improved teaching competance and performance affect link four by providing the student a high-quality educational experience.

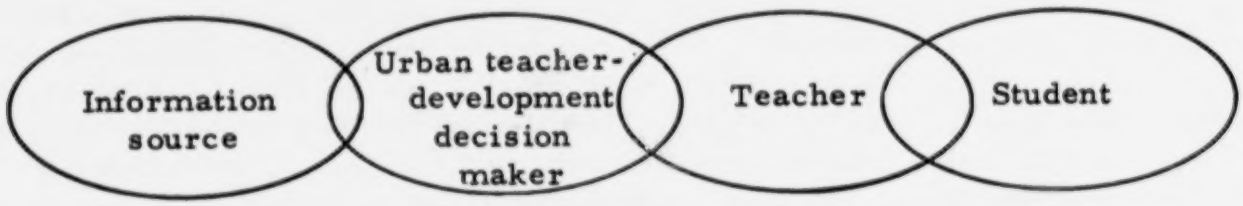

FIGURE 1. THE LINKAGE OF INFORMATION AND EFFECT

This guide comprises the first linkage in the chain of effect by presenting interpreted information relevant to decisions made regarding the needs, planning, organization, administration, and evaluation of inner-city teacher-development efforts. The linkage is a purposeful one meant to direct the activity of the user. To accomplish this, all verbiage has been eliminated. A core of action-oriented information remains.

As presented, the guide is a synthesis of information collected through a variety of methods and from a variety of sources. Collection methods included site visits, questionnaire administration, advisory conferences with teacher-development decision makers, letter information requests, and an extensive literature search. The appended sources of information include four Regional Educational Laboratories and Centers; 30 urban in-service teacher training projects; an advisory committee of nine in-service coordinators from metropolitan districts; two urban consultants; responses from 43 colleges, universities, and state governments; and over 200 pieces of relevant literature from 1960-1970. The information collected from these sources was analyzed to determine its appropriateness to the explicitly and implicitly expressed needs of the urban teacher development decision maker.

Appropriate information was then interpreted in light of the characteristics and needs of the decision maker. The analysis resulted in a division of the guide into four sections. Each section contains content and activities designed not only to inform the decision maker but to help him actively plan his teacher-development programs. The first section deals with the aims and goals of the teacher-development program. The second section deals with the role and functions of the teacher-development office. The third section deals with teacher-development programs. The fourth sections deals with resources for teacher development, both human and material. The content is categorized into the four sections listed below. This should provide ready access to classes of information pertinent to the task of the urban teacher development decision maker.

Section 1 - Teacher Development: Its Aims and Goals

Section 2 - Teacher Development: Its Role and Function

Section 3 - Teacher Development: Its Program

Section 4 - Teacher Development: Its Resources

The guide user is not to be a reader in the normal sense but is to use and contribute to the content. Benefit to the user can come through a reading of the guide, but the maximum effect and benefit comes with the interaction of the user reading the information presented and then responding to the activity items included. The content has been organized into five types to encourage such interaction.

Content type one in any section describes the typical state of teacher-developmental practices. The typical state so presented reflects the project's best assessment of the current and most prevalent condition of urban-teacher development practices as evidenced through site visits, questionnaire responses, a review of the literature, consultation, and response to letter requests. The typical state is not necessarily evidence of poor quality teacher-development practices. Rather, it reflects the state of such activities and events as they most often occur. The second type of content describes a desirable state of teacher-development practices. The desirable state reflects the condition and structure of progressive and innovative teacher-development efforts in addition to forecasted or projected conditions as evidenced by the sources previously listed. The desirable state of urban teacher development is not meant to represent the best possible state. Such a description could only be made in response to exact local conditions.

Neither the typical nor the desirable state represents an end point on a continuum from low to high teacher-development quality. They are, in fact, merely states of teacher development relative only to one another. Because of this relationship, no exact measure of quality can be obtained for the typical state or for the desirable state. Instead, the states serve as referents against which a specific district's teacher-development events and activities can be matched. Type three content illustrates the events and activities which are considered to be representative within the range from typical to desirable. Such descriptive material assists in the process of local measurement. For any given instance of content, that process requires the user of the guide to assess mentally or in a written form, local teacher-development activities or events. That assessment aids the user in describing his district relative to the typical and desirable conditions of teacher development. Activities to aid the guide user in making such an assessment are included as type four content.

Additional benefit is derived when the guide user assesses the current situation and projects a situation that could exist. In projecting a state that could exist, the guide user is in a posture to plan and approach that condition. Type five content includes activities designed to initiate such planning.

The condition described by "what could be" represents a long-term (5 to 10 years) goal. Type five content also aids in short-term (6 months to 1 year) planning.

In brief, the user of the guide reads in each section a description of certain teacher development principles or practices, enabling him to grasp "what is". He next reads a description of a more desirable state of practices and principles. That tells him what "could be". Since the real world does not only contain typical and desirable states, the next content type presents examples of principles or practices which are somewhere between the desirable and the typical. The user next is introduced to activities designed to help him measure his local conditions. Using that measurement, he judges his districts specific practices as being mostly typical, mostly desirable, half way between, and so on. The measurement and judgment are then turned into action as the user works through activities designed to plan toward more desirable principles and practices of urban-teacher development.

In addition to the desired use described, the guide is also responsive to many other types of users. The reader who merely wants an accurate description of what principles and practices currently exist is welcome. Also invited is the user who seeks to identify desirable teacher development principles and practices. Other users may want to use only the content which facilitates the measurement of local conditions or planning for a better program. Each use will result in improved urban-teacher-development decisions.

. . . . Why are you reading this guide? . . . . Will you be a user?

SECTION I - TEACHER DEVELOPMENT: ITS AIMS AND GOALS

Why do we need teacher development? Does teacher-development have an aim or purpose? Can you answer these questions? You may be able to, but chances are that your response and the individual responses of many other teacher developers would differ.

This research has revealed a conspicious absence of unified statements of aims or goals. Apparently as teacher development evolved from either an office of personnel or an off-shoot of top administrative responsibility, no statement of the mission of teacher development was constructed. In such absence, more specific statements of the goals of individual or yearly teacher-training efforts are nonexistant. Therefore this section cannot present a typical mission statement. Instead, it presents a synthesis of many typical and desirable teacher-training goals and aims.

Typical Teacher Development Aims and Goals

I To realize the great potential of in-service teacher training in keeping pace with educational change.(B-42)

To offer teacher-training courses in newer methods and materials.

To assist the teaching staff in experimentation and the implementation of classroom innovations.(B-74)

To train teachers in the use of the latest teaching equipment and materials.(D-17)

II To utilize in-district education as a continuation of preservice teacher education.(B-74)

Desirable Teacher Development Aims and Goals

I To identify, facilitate, and lead educational change through the development of teacher competencies and capabilities.

To develop and utilize the teachers' capacity and desire to use opportunities for professional growth.

To encourage and develop teacher-initiated teacher-development activities.(C-1)

To possess and convey a functional openness and willingness to change.

To train and produce teachers who are change agents and innovators.

To develop a teacher-development atmosphere that permits and encourages emotional expression as well as the task-oriented type.(D-3)

To assist and encourage the systematizing of education.(D-13)

To show that teacher development is school development.

II To make local teacher developments the standard for other teacher-training activities and events (e.g. pre-service).

To refresh in the minds of teachers those principles and practices taught to them in teacher education. (L-61)

To provide an opportunity to learn knowledges and skills not acquired through a teacher education program.

To update teachers in the concepts and methods currently offered in teacher education curricula.

To make available teacher learning opportunities in the forefront of educational theory.

To interact with the leaders in American education and pioneer for teacher training advances.

To offer remedial and refresher instruction as a service not central to the missions of teacher development.

To move the instructional staff toward a mechanism of perpetual self-renewal. (C-2)

To increase teacher awareness of the importance of the total interaction of all academic disciplines.

III To impart the cognitive skills necessary to increase teacher efficiency.

To offer in-service training in the technical and conceptual aspects of instruction. (B-74)

To train the ability to analyze instructional strategies as they are used. (D-17)

To teach the diagnostic skills necessary to identify and classify learning problems and difficulties. (D-17)

To offer training to increase teacher understanding of the specific needs and characteristics of children from deprived environments. (D-17)

III To pioneer teacher development in the affective as well as the cognitive domain.

To help each teacher develop increased self-awareness and self-acceptance. (B-41)

To develop an increased teacher sensitivity to students of disadvantaged backgrounds.

To provide training for the development of a more positive attitude toward the learning potential of the disadvantaged. (D-17)

To train teachers in a behavioral orientation to learners and learning.

IV To plan teacher training sessions thought to benefit most groups of teachers.

To offer courses with wide possibilities for application.

To select course content thought relevant to the teacher's classroom needs.

To require the exposure of the majority of teachers to in-service offerings. (A-2)

To focus on the teacher as a source of instructional improvement.

IV To plan teacher training sessions aimed toward the total human development of every teacher.

To provide an environment for teacher self-expression.

To assist individual and grouped teachers to appraise and assess their training needs.

To focus training goals and objectives on the teacher and the student.

To make available a complete range of courses to facilitate total individual development.

As stated previously, the aims and goals represented by this list are characteristic of a more desirable state than typically exists. The desirable is not meant to substitute but to supplement and complement the typical.

The aims and goals presented are representative of the typical missions of current teacher-development efforts. No implied judgment of worth is made for the goals and aims. The desirable goals and aims that follow are presented as improved states of the typical.

Many sets of aim and goal statements exist within the range of typical to desirable. Two such sets have been selected to be shown here. Example A is from The Inner City In-Service Teacher Education Program of the Mid-Continental Regional Educational Labaratory, and Example B is from the Central Cities Educational Development Center Annual Evaluation Report.

Example A. Teacher Training Goals

The teacher should:

(1) Have increased awareness of the roles of the various subject matters in the total curriculum

(2) Develop an increased sensitivity to student need and... be better able to respond

(3) Be able to organize lessons and evaluate student progress in terms of overt behavioral change

(4) Better cope with problems of teaching

(5) Increase awareness of current methods for analyzing teacher behavior - self evaluation

(6) Develop the capacity and desire to utilize the opportunities for professional growth which would result from increased communication with his fellow teachers.(E-1)

Example B. Teacher Training Goals

(1) Increase understanding of special needs and characteristics of children from economically deprived homes

(2) More positive attitudes toward the learning potential of disadvantaged children

(3) Ability to use a variety of instructional strategies

(4) Ability to analyze teaching techniques critically

(5) Ability to develop language skills

(6) Ability to diagnose learning difficulties and apply correct techniques

(7) Ability to develop social concepts and skills

(8) Increased use of multimedia approach

(9) Skill in using at least three different instructional patterns. (D-17)

Following this paragraph is a check list. The check list contains items which can be included in a statement of aims and goals for teacher development. By placing a "✓" in the blank to the left of any item, you can indicate the inclusion of that item in your current aims and goals. By placing an "X" in the blank to the right of any item, you can indicate that the item should be included in a revised statement of more desirable aims and goals. With the "✓"s and "X"s in place, it will be easy to see which items are currently included (✓), which items need be added (X), and which items are not of local concern (___). There is a special case of an item currently included (✓) and not X'ed. Such an item is part of a current statement of aims and goals but in a revision will not be included.

AIMS AND GOALS INVENTORY

"✓" content currently included in your district's statement of aims and goals.

"X" content which should be included in your revised statement of aims and goals.

Desirable Aim I

_____	To identify, facilitate, and lead educational change through the development of teacher competencies and capabilities.	_____
_____	To offer methods and materials courses by subject matter discipline.	_____
_____	To develop and use the teacher's capability and desire for professional growth.	_____
_____	To assist teachers in classroom experimentation and innovation.	_____
_____	To encourage and develop teacher-initiated, teacher-development activities.	_____
_____	To train teachers in the use of the latest educational media.	_____
_____	To produce teachers who are change agents and innovators.	_____
_____	To build a teacher-development atmosphere encouraging emotional expression.	_____
_____	To assist and encourage the systematizing of education.	_____
_____	To show that teacher development is school development.	_____
_____	To make available teacher-learning opportunities on the fore-front of education theory.	_____
_____	To refresh in the minds of teachers those principles and practices learned in teacher education programs.	_____
_____	To interact with the environment of American education to pioneer for training advances.	_____
_____	To provide an opportunity for the remediation of knowledge and skills not previously acquired.	_____
_____	To move the teaching staff toward a system of educational self renewal.	_____

Desirable Aim II

_____	To make local teacher developments the standard for other teacher-training activities and events (e. g. preservice).	_____

_____ To update teachers in the concepts and methods current in teacher education. _____

_____ To increase teacher awareness of the roles of the total interaction of all subject disciplines. _____

Desirable Aim III

_____ To pioneer teacher development in the affective as well as the cognitive domain. _____

_____ To train teachers in the technical and conceptional aspects of instruction. _____

_____ To develop increased teacher self awareness and self acceptance. _____

_____ To train the ability to analyze instructional strategies. _____

_____ To teach diagnostic skills to identify behavioral and learning problems. _____

_____ To develop increased teacher sensitivity to students especially of disadvantaged backgrounds. _____

_____ To train teachers in the behavioral orientation to learning. _____

_____ To train teachers to understand the specific needs and qualities of the disadvantaged. _____

Desirable Aim IV

_____ To plan teacher-training sessions aimed toward the total human development of every teacher. _____

_____ To create an environment for teacher self-expression. _____

_____ To assist individual and grouped teachers in self-appraisal and assessment. _____

_____ To offer courses with wide application possibilities. _____

_____ To select courses thought relevant to teacher needs. _____

_____ To require the majority of teachers to participate in in-service courses. _____

_____ To focus on the teacher as a source of instructional improvement. _____

_____ To focus training on both the needs of the teachers and the desired results for the students. _____

_____ To offer enough courses to ease total individual development. _____

If there are few (2-3) checks in the left column of any of the four aims-goals sets, those sets are probably suffering from incompletely or implicitly stated goals and aims. Checks in the left column with no corresponding "X"s in the right column identify items which are introduced and need to be rewritten or replaced. If there are more "X"s than checks, your aims and goals statement is ready for growth. In any case, you should write a statement which includes the content contained in all of the items you have X'ed and any other items you may wish to include. Space has been included below for you to write a statement of your desired aims and goals. That statement will serve many communications functions and will help guide your teacher-development program.

SECTION II - TEACHER DEVELOPMENT: ITS ROLE AND FUNCTION

You may know where you want your program to go – i.e., your goals – but what do you have to do to get it there? What are your functions?

As a decision maker in the teacher-development process, you need not, and should not, have sole responsibility for the teacher-development program. The functional whole of teacher development should be the cumulative responsibility of many staff members at various levels of the organization. Regardless of how many people are involved in teacher development, planning, and decision making, these questions must be answered for all:

What is the role of teacher development?

What are the typical functions of teacher development?

What are the desirable functions of teacher development?

Remember, as you work through this section and attempt to answer these questions, the "role" can be singular or shared. The functions of typical and desirable teacher-development efforts also can be performed by one or by many persons in an almost infinite number of combinations.

A Typical Teacher-Development Role

Typically the role of teacher development in an urban district is a shared role. Usually (86 percent of the cases), one identifiable part of that responsibility is shouldered by a part of the centralized administration. In some cases (34 percent) an assistant superintendent bears part of the responsibility. In other cases (52 percent), persons in director, coordinator, or supervisor positions bear portions of the load. This responsible population generally has at least a masters degree (98 percent) and in many cases has a doctorate (41 percent). The population can further be described as having been in their present position for almost 4 years (mean, 3.7 years). They have, however, been in education for more than 20 years (mean, 22.3 years). During the 16 years previously, they were probably a principal (28 percent) or a director of personnel, curriculum, or instruction (23.4 percent).(A-1)

The educators being described are not spending all their time functioning in a staff development, personnel, or in-service teacher training office. In those offices, half of the group (50 percent) spend one quarter or less of their time on what they would term in-service teacher-training functions, judged by them to be of fairly great importance. The following list shows a ranking of functions from those involving great effort and time to those requiring less effort and time.(C-4)

- Instituting courses (in-service) for teachers and professional groups.
- Program design in cooperation with universities.

- Work with other administrators who are planning in-service activities.
- Publish brochures on in-service training.
- Prepare budget for in-service activities – implement budget.
- Designing guidelines for professional growth requirements.
- Prepare and disseminate information about in-service opportunities.
- Recruit instructors for in-service courses.

This description should provide an accurate concept of what type of person now occupies the central role in teacher development. It also provides background information of that person and describes how he most typically spends his teacher-development time. The information presented was assembled from questionnaire information(A-all) and during advisory committee meetings.(C-1, 2) More extensive information is available in Appendices A and C.

A Desirable Teacher-Development Role

At least one person in each urban district should be identified with the functions of teacher development. Having at least a single person identified with teacher development also encourages teachers to express needs and problems to that person. Such an individual should spend 3/4 to full time on matters related to teacher development. That individual and the remainder of persons involved in teacher development should fill a role somewhat other than typical. Most of their time and effort should be spent on functions at the top of the following list and less of their time on items lower on the list.

Design and implement a method for the valid assessment of teacher needs.

- Gather community input in determining teacher-training needs.
- Gather student input in determining teacher-training needs.
- Gather teacher input to teacher-training needs.
- Gather administrator input in determining teacher needs.

Design and use a system of incentives to encourage participation in in-service activities.

- Prepare and disseminate information about in-service training opportunities.
- Gather community support and assistance in teacher-development planning.
- Identify and communicate with community agencies; e.g. model cities.
- Offer teacher-training materials, methods, and equipment, as a resource for community activities.

Set the goals of teacher development.

- Assess the current state of each teacher-development event or activity.

- Formulate a more desirable state for each event or activity.
- Write and begin to accomplish goals for the specific gaps between the desired and the current.
- Cooperate* with college, university, and state officials in designing and implementing a total teacher-development program.
- Establish criterion for teacher development and advancement.
- Determine and enact certification requirements.
- Develop and institute supported programs for teacher growth.

Design, institute, and evaluate individual training courses.

- Work with administrators who are planning preservice and in-service courses.
- Design, implement, and evaluate the courses.
- Report course progress and evaluation.

Manage the resources necessary to institute teacher-development activities.

- Determine program costs and secure approval.
- Prepare the budget for in-school in-service activities.
- Request and accept state, federal, and foundation funds for teacher-development support.
- Arrange and approve teacher-scholarship programs.
- Find place and time for course meetings.
- Recruit personnel, including consultants, to assist in course conduct.
- Schedule materials and equipment for course meetings.

Help decide and serve the needs of the community (school and public) for information about teachers and teacher development.

- Publish brochures on training offerings and results.
- Keep administrators and board abreast of teacher-development activities.
- Collect and distribute information for new teachers.
- Keep interested organizations informed about teacher-development activities.

As in all the sections of this guide, the desirable state of teacher development does not reflect the ultimate, but just a more acceptable and progressive state than typically exists. For the guide's purposes, the desirable is merely a condition to strive toward.

You are now familiar with the roles of typical and desirable teacher developers, but what roles lie within that range?

Examples of Teacher-Development Roles

Because you have only been exposed to roles ranging from typical to desirable, the following examples (Role A and Role B) of functional descriptions for persons involved in teacher development may be of value. Both persons described spend full

* "To work together toward a common end or purpose". *American Heritage Dictionary for the English language.*

time in their teacher-development duties. They have both been in their position for 2 years and have been in education for at least 14 years.

Role A

Role A represents a teacher developer whose functions fall between the typical and the desirable. Role A is not as close to the desirable as Role B.

Teacher Developer A keeps up with the latest materials, methods, and equipment for in-service training. He interacts with publishers, colleges, potential organizations, and training materials produced during training design and development. Developer A assists and encourages innovative programs within the school district. He maintains information files in an attempt to keep himself and others current in the educational field. His additional duties include administration of federal programs for teacher training, administering professional-improvement leave and credit programs, and managing the teacher-evaluation program for his entire state.

Role B

Role B represents a teacher developer whose functions place him closer to the desirable portion of the scale.

Teacher Developer B also keeps up with the latest in materials, methods, colleges and universities, and training materials produced. He also assists and encourages innovation. But, Developer B is different from Developer A because B supervises sabbatical leave, administrative interns, promotions, student-teacher experience, innovation programs to train inner-city teachers and assists in the development of teacher-preparation programs in colleges and universities.

Your Own Teacher-Development Role

The following list of functions compiled directly from our questionnaire has been included to allow you to assess your functional role and plan to make it more desirable. Please answer both questions about each function.

FUNCTIONS OF TEACHER DEVELOPMENT	DO YOU CURRENTLY PERFORM THIS FUNCTION? I		DO YOU FEEL YOU SHOULD BE PERFORMING THE FUNCTION? II	
	(Fill in the circle indicating your response)			
	YES	NO	YES	NO
A. Use a valid information collection technique (e.g., questionnaire interview to assess the training needs of teachers in your district)	0	0	0	0

FUNCTIONS OF TEACHER DEVELOPMENT	DO YOU CURRENTLY PERFORM THIS FUNCTION? I		DO YOU FEEL YOU SHOULD BE PERFORMING THE FUNCTION? II	
	(Fill in the circle indicating your response)			
	YES	NO	YES	NO
B. Assess teacher needs directly (from teachers) and indirectly (your assessment or from administrators)	0	0	0	0
C. Prepare and distribute information about teacher development to people within and outside of the school system including interested community members	0	0	0	0
D. Involve yourself and the teacher-development office in community activities	0	0	0	0
E. Prepare and disseminate the goals and aims of teacher development	0	0	0	0
F. Evaluate each program or activity undertaken in the name of teacher development	0	0	0	0
G. Design and conduct courses which meet the individual as well as group needs of teachers	0	0	0	0
H. Involve yourself in cooperative college-school planning for the totality of teacher development (preservice/in-service)	0	0	0	0
I. Provide complete and competent instruction in the affective as well as the cognitive areas	0	0	0	0
J. Make available and manage adequately the resources necessary to do the complete job	0	0	0	0

FUNCTIONS OF TEACHER DEVELOPMENT	DO YOU CURRENTLY PERFORM THIS FUNCTION? I (Fill in the circle indicating your response) YES	NO	DO YOU FEEL YOU SHOULD BE PERFORMING THE FUNCTION? II YES	NO
K. _____ _____ _____	0	0	0	0
L. _____ _____ _____	0	0	0	0
M. _____ _____ _____	0	0	0	0
N. _____ _____ _____	0	0	0	0
				Totals

Now that you have responded to these ten items concerning your functions – plus other functions you may have added – you can synthesize a description of your current overall function and the one you feel you should perform. To do that, first review your answers to the first column. Note for which functions you answered "yes". Next, review the second column, again noting the positive responses. The sum positive responses in Column I represents a description of what you now do. The sum of positive responses in Column II represents that which you feel you should do. A special case exists if you indicated that you now perform a function which should not be performed (I-Yes, II-No). Room for growth is represented by those functions marked "No" in Column II which are not marked "Yes" in Column I.

SECTION III – TEACHER DEVELOPMENT: ITS PROGRAM

Needs Identification

What is the basis for your in-service program? Did you construct it from a firm bedrock of teacher needs and interests, or, did the initial planning result from a subjective assessment of needs? Pioneers in in-service teacher development obviously assumed the existence of a need for such training. Too often teacher-development decision makers still assume that a need(s) exists and, therefore, base their programs on assumptions.

The systematic identification of training needs could be the key to the development of effective in-service programs. Effective planning in an educational institution depends on the presence of the following conditions:

(1) An awareness of the need for planning

(2) The desire to plan

(3) The ability to plan in a rational and systematic manner

(4) The active involvement of the people who must carry out the plan. It must be their plan. (B-11)

The words "need identification" could be substituted for "planning" in the above listing. An effective training need identification (TNI) program depends on the presence of

(1) An awareness of the need for TNI

(2) The desire to identify training needs

(3) The ability to identify training needs in a rational, systematic representative manner

(4) The active involvement of the people who the in-service program will affect.

Teacher-development decision makers require two types of information to plan a TNI system: knowledge of sources of TNI information and methods of TNI. Therefore, this section will provide the teacher-development decision maker with information about sources and suggestions for their use of TNI. Based on this information, the teacher-development decision maker will be able to assess his present program and plan for improvement.

Methods of Training-Needs Identification

When planning a TNI system, the teacher-development decision maker should make sure that all training needs are specified in behavioral terms. A behaviorally stated instructional term is an "intent communicated by a statement describing a proposed change in a learner – a statement of what the learner is to be like when he has

successfully completed a learning experience. It is a description of a pattern of behavior performance we want the learner to be able to demonstrate". (B-124) If the training needs are written as behavioral objectives, then the teacher development decision maker will know not only where he is going with his program, but will also know when he gets there. A training need stated in behavioral terms will specify the desired behavioral outcome of the training, the conditions under which this behavior change would occur, and a criterion or standard measure of achievement. By stating a training need in behavioral terms: (1) the appropriateness of certain content and instructional methods will become clear, and (2) evaluation procedures will be clarified.

If you do not know how to write a behavioral objective or need to refresh your memory, you should refer to Robert Mager's short book, Preparing Instructional Objectives. (B-124) This book will give you an opportunity to participate in a brief (1 or 2 hour) self-instructional course on writing behavioral objectives. Dr. Mager explains how to define objectives, state them clearly, and measure progress in achieving them. Knowledge of the concepts contained in his book is essential to meaningful training-needs identification.

Assuming that you have read about or worked with behavioral objectives, try to write one for the following teacher-training need.

(1) Our Teacher Needs Identification system presently seeks information from other school administrators regarding programs in their schools.

(2) We need to obtain systematic Teacher Needs Identification information from our school personnel because our in-service programs must be responsive to our urban needs.

- Write your behavioral objective below:

_____

_____

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_____

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_____

The above statement concerning the planning of a training-need identification program could be rewritten as several behavioral objectives. Example:

> Given a statement (condition) of the school's new approach to in-service education which emphasizes involvement and responsiveness to teacher needs, each high school teacher will list (behavior) at least 3 (criterion) areas in which he or she would like to receive help.

After the training-needs identification system has been developed based on behavioral statements, the expected outcomes of training should also be stated behaviorally. Example:

Statement of Training Need

Results of the TNI program have shown that 25 percent of the teachers want in-service development in working with students whose primary language is not English.

Try writing a behavioral objective based on the above statement.

One of the objectives for the teachers concerned with bilingual instructional problems could be:

Each teacher after having visited the homes of three or more students who do not speak English as a primary language, determines the following (conditions):

(1) Whether any people living in the home speak English fluently

(2) If the family owns a record player or radio which would provide some contact with English

(3) Whether or not the parents encourage the child to learn English as a second language.

The teacher will orally present (behavior) his or her findings at the next in-service meeting (criterion) to be used in planning the course content and direction.

Key references concerning the writing of behavioral objectives may be found in Appendix B, numbers 13, 21, 22, 23, 24, 28, 124, 125, and 135. Please refer to them if you have difficulty understanding or using behavioral objective.

Sources of Needs-Identification Information

As you begin to plan your system and the resultant in-service program, you will be primarily interested in what information sources are available and how to most effectively use these sources. The following exercise will help you answer these questions about information sources.

- Where are we now?
- Where do we want to go?
- How can we get there?

The exercise will consist of pairs of statements, a "typical" one and a corresponding "more desirable" statement. You can begin to assess your system by placing your program on a continuum between the "typical" and "more desirable".

Example:

TYPICAL	MORE DESIRABLE
Typically in-service programs are based upon current university course offerings. Presumably the university is conscious of training needs and priorities.	A more effective and desirable in-service program can be developed when teachers identify their own problems. Each school should permit the teachers to choose content appropriate to their needs. Each school should have a local program arranged according to the local needs of that school.

Where does your in-service program stand? (Mark (X) on the continuum)

TYPICAL ——————————————————— DESIRABLE

If for any of the following items your program is closer to the "typical" than the "desirable" end of the scale for any item, you should begin to plan for improvement in that area. To help your initial planning, relevant information follows most "typical/desirable" statements. The most innovative teacher-development decision makers who are actively striving to improve their programs will not only gain information to assess their programs but will go one step further. They will begin to plan for program improvement by reading the planning information and indicating a possible first step in the march from "typical" to the "desirable" end of the continuum. Please complete the following exercise because it provides a key to the remainder of in-service planning. The effectiveness of your in-service program will reflect the quality of your TNI system.

I. TYPICAL	MORE DESIRABLE
Schools usually rely on the often subjective judgment of one or two in-service administrators to determine training needs and plan resultant in-service programs.	A more desirable approach to TNI would be to tap many sources of information including students, teachers, parents, and interested community members.

- Mark (X) the position of your TNI source involvement on the continuum.

TYPICAL ——————————————————— DESIRABLE

- What sources do you presently use to obtain TNI information?

_____

_____

_____

_____

- Is your system for collecting this information thorough and systematic? Explain.

_____

_____

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_____

Planning Information – I

Students. Research has shown that pupils can provide as much information regarding teacher characteristics as can expert adult judges.(L-69) Studies connected with this project have concurred that the following are most important inputs in the determination of training needs:

- Student perception of teachers
- Expressed student needs
- Student socio-cultural backgrounds.

Even though student inputs should be used much more than they are, you must consider the validity of their inputs and carefully scale priorities.

Teachers. Administrators and teachers in the past have vehemently accused each other of being nonresponsive. Teachers state that administrators are nonresponsive to their true in-service needs, while administrators loudly lament teachers' apathetic attitudes toward in-service. The time has come, in fact is far overdue, for administrators and teachers to get together and approach the problem openly. Many feel that administrators and planners must make the first move in this common problem approach because teachers have felt in the past that their in-service experience has been controlled by the administration. Teacher-development decision makers who are sincere about trying to bridge this in-school communication gap should heed the following:

- Only when teachers define their own problems and want to do something about them can an effective in-service program exist(B-118)
- Individual teachers themselves should determine their in-service needs. Teachers should be encouraged to analyze their in-service requirements(B-195)
- Programs should be tailored to individual teachers needs.

Teacher-development decision maker's must make every effort to include teachers in the planning and execution of their program. Teachers have strongly indicated that they desperately want in-service development, but the design and content of the program must reflect their needs.

Parents and Community. People who are not within the school system, but still a part of the system indirectly, can be a valuable TNI information source. This group of persons includes parents and other interested community members.

These people often have much out-of-school contact with the students and can, therefore, provide information regarding:

- The students' perception of their school
- The students' educational needs
- The students' socio-cultural backgrounds
- Peer and familial influences.

A TNI system which bypasses this source is operating at a suboptimal level.

All these information sources are inexpensive relative to the cost of consultants and research firms contracted to conduct need analyses.

Several sources have been discussed as being desirable. Can you add some others?

Students

Teachers

Parents/Community Members

_____

_____

_____

_____

_____

Now that you have some information regarding various information sources for TNI, state a first step that you can take to begin to bridge the gap between where you are now (refer back to TYPICAL/DESIRABLE continuum) and where you would like to be.

_____

_____

_____

_____

_____

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_____

II. TYPICAL

A list of options for in-service programs is usually circulated and teachers are asked to indicate the most "needed programs".

MORE DESIRABLE

Circulating a predesigned questionnaire is by its nature limiting the scope of the potential of the in-service program. Teachers must be allowed to freely indicate needs. A large checklist such as the Teacher Operational Programs Identification(L-11) could be used as a first step in TNI.

- Mark (X) the position of similar processes in your district relative to the desirable and typical.

TYPICAL _____ DESIRABLE

- What procedure do you presently use to get initial TNI input from teachers?

_____

_____

_____

_____

_____

_____

- Is your initial TNI limiting or do you attempt to provide an open atmosphere for choice?

_____

_____

_____

_____

_____

_____

Planning Information – II

Based on information in the article, "A Problem Checklist for Teachers"(B-119), the Teacher Operational Problems Identification checklist appears to be a more desirable type of questionnaire to be used in the early stages of TNI. The checklist contains 445 problems faced by teachers in areas of work; persons in authority; peers and staff; community; students and discipline; working conditions; methods and curriculum; personal, and social, and professional roles. The checklist was intended to help teachers confront and identify their problems as a first step. When using such an instrument, you must remember that you may be limiting teachers on a number or types of responses that they may make. (B-119)

Now that you have some information regarding initial procedures in TNI, state a first step that you can take to begin to bridge the gap between where you are (refer back to TYPICAL/DESIRABLE continuum) and where you would like to be.

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_____

_____

_____

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III. TYPICAL

Inputs from TNI to planning are limited. Teacher, student, and community roles are weak.

MORE DESIRABLE

A more desirable approach to planning for TNI includes the establishment of a representative forum group at an early stage.

- Mark (X) your current type of representation on the continuum

TYPICAL ——————————————————————— DESIRABLE

Planning Information – III

The following information may assist you in planning for your program in this crucial area. These suggested methods may help you to bridge the gap between the point where your program is now and where you would like it to be.

- The key to effective need identification is involvement. You may wish to pursue the following steps to achieve involvement.

  (1) Circulate a communication among total faculty and administrative personnel requiring ideas for in-service programs.

  (2) Ask teachers to select two or three most interesting to them.

  (3) Tabulate and resubmit a categorize list to faculty.

  (4) Request of each standing faculty committee thoughts on possible in-service programs.

  (5) Schedule a meeting for those who would care to make suggestions for in-service programs.

  (6) Employ an outside consultant to observe school and then suggest possible programs.

  (7) Invite parent or student groups to visit with you and offer suggestions for improvement.

  (8) Submit resulting list to faculty and request their preference concerning topics. (B-58)

- To assist in identifying needs and involving different groups of people in the program planning, you may wish to set up an advisory committee on teacher education. The following is a suggested breakdown of committee membership and method of selection:

Members	Basis for Selection
(1) Students	Interest in previous planning committees and/or recommendation of instructors and/or election by classmates
(2) Community representatives	Recommendation by public agency or community group
(3) Teachers and Administrators	District superintendent may identify principals, and principals and/or other teachers may select other teacher representatives
(4) Teachers-educators	Recommendation from department chairman and interest in project

- Given the above planning information, you should be able to state a first step which you could take to involve more individuals, working as groups, in TNI.

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IV. TYPICAL

Teachers have stated that they are unfamiliar with the options available to them in the in-service program and do not know how to establish open lines of communication among the administrator, teacher development decision maker, and themselves. As a result, the in-service program is nonresponsive to the teachers' training needs and the teachers are, therefore, apathetic about the in-service program.

MORE DESIRABLE

Establish an organization within the school which would work to help teachers to identify their training needs and begin to bridge the communication gap.

- Do you have a problem-solving mechanism, or are you still grappling with the problem of low teacher motivation regarding the in-service program? Mark (X) your program's situation on the TYPICAL/DESIRABLE continuum.

TYPICAL _____ DESIRABLE

Planning Information – IV

A learning center organization (as opposed to a place) could be established in the school to enable all school personnel to interact more effectively with each other as well as with the community. The center would provide a forum for new and experienced teachers to identify their own problem areas and resultant training needs. Much professional insight could result from the interaction among persons playing various roles (e.g., counselor, librarian, special education teachers, etc.) within the school setting. Once common problems and constraints are recognized, hesitant teachers may begin to air problems and needs. This approach would provide all school personnel an opportunity to informally interact with each other on common and individual problems. Teachers and supportive school personnel such as the nurse, counselor, and librarian would begin to sense a unity of spirit and would, thereby, feel more influential regarding planning. (D-3)

- The concept of the ombudsman, or mediator, has definite implications for in-service development. The ombudsman could serve as a receiver of needs, problems, complaints, etc., from students, community leaders, teachers, administrators, board members, etc. The ombudsman (perhaps a cadre of people) could integrate his received inputs and present them to a planning board or other bureaucratic structure. (B-57)

- Given the above planning information, state a planning idea that could be considered in your school that would give your teachers a "voice" in their urban in-service development.

_____

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You have completed this section in order to answer two questions:

- What information sources are available to assist in the identification of urban in-service development needs?
- How can I, the teacher-development decision maker, most effectively use these sources?

In order to answer these questions, you had to assess certain aspects of your present system, read the included planning information, and begin to think about planning for TNI by stating a possible first step in planning.

The answers do not lie within the section. Only you, the teacher-development decision maker, can provide the impetus for action. You must thoroughly assess your own program, identify all available TNI information sources, and plan TNI strategies or procedures. The following parts of this section will guide those activities.

The Cultural Environment

Why is the urban culture so frequently criticized, lamented, and, in the end, blamed for the state of the inner-city educational program? Why is the ghetto culture a scapegoat and rationalization for educators who wish to ignore the real inner-city education problems? And, why has white middle-class society documented and attempted to validate these myths and stereotypes about the culture and its children?

One reason lies in the fact that a system will naturally try to retain myths which blame factors operating outside the system for wrongs existing within the system. In actuality, the factors which account for most problems in the classroom are growing and operating from within the schools.

This realization is not pleasant for many educators who must now begin to change their attitudes and behavior.

This section of the guide has been designed to help the teacher developer analyze his beliefs about the urban culture and to give him information on the culture to aid him in his decision making. The cultural statements contained in this exercise have been compiled from our various information sources. The cultural information was categorized into

- Family and social group characteristics
- Teacher attitudes and characteristics
- Shortcomings of the school and suggestions for overcoming these shortcomings.

Two inner-city consultants reacted to the statements and then supplied alternative statements.

The following "Typical Expressions" represent common beliefs about the inner-city culture. Please read each statement and rate your beliefs regarding the statement on the scale from 1 (strongly believe) to 5 (strongly disbelieve). A space is provided for you to attempt to substantiate your belief.

EXAMPLE:

Typical Cultural Expression

The schoolwork and progress of lower class children is of a lower quality than that of middle class children.

1 = I strongly believe this statement.
2 = I believe this statement.
3 = I believe some parts of this statement.
4 = I do not believe this statement.
5 = I strongly disbelieve this statement.
6 = I don't know.

Circle One:

1 2 3 4 5 6

Explain:

_____
_____
_____
_____
_____
_____

You will also see a corresponding statement which represents an alternative expression about the inner-city culture. The alternative expression represents a synthesis of expressions found in the literature and expressions formulated by the project's Black urban consultants. If your feeling about the "Typical" statement differs greatly from the "Alternative Expression", perhaps you should closely analyze the basis for your belief. You should closely analyze your beliefs relative to the "Typical" and the "Alternative" statements. Such close scrutiny of your cultural beliefs may disclose that some of your beliefs are subjectively rather than empirically based and may, therefore, help clarify any discrepancies for you.

EXAMPLE:

Alternative Expression

Many educators expect middle class children to succeed and expect lower class children to fail. Children will then modify behavior in accordance with the expectations of their teachers. (B-147)

The following exercise is not included to test you on your knowledge of the inner-city culture as it affects the educational program, but to dispel inaccurate myths and strengthen positive thought about the ghetto culture.

You can benefit from this section by merely reading the "Typical Cultural Expressions" and then reading the "Alternative Expressions". But, if you are sincere about analyzing your beliefs and changing those which are based on inaccurate information, you will rate yourself and attempt to explain your stand as indicated in the exercise.

As you complete this section, remember that although most of the expressions are generalizable to most urban areas, they do not provide a substitute for a need identification system in your district.

In completing the exercise:

- Rate your belief
- Circle rating number
- Explain rationale for rating
- Turn leaf to disclose alternative expression
- Go to next expression.

1=I strongly believe this statement
2=I believe this statement
3=I believe some parts of this statement
4=I do not believe this statement
5=I strongly disbelieve this statement
6=I don't know

Circle One:
1 2 3 4 5 6
Explain:

_____

_____

_____

_____

_____

Circle One:
1 2 3 4 5 6
Explain:

_____

_____

_____

_____

Circle One:
1 2 3 4 5 6
Explain:

_____

_____

_____

_____

(Please turn leaf)

ALTERNATIVE EXPRESSION

White middle class society imposes the detriment on the inner city. The inner-city neighborhood does not cause the detrimental effect. For example, an inner-city child may exhibit low motivation, but, (1) this motivational level is being judged by white middle class standards, and (2) he has been "told" by society that he is unmotivated. (Consultants)

TYPICAL CULTURAL EXPRESSION

The inner city neighborhood has had detrimental effects on its children by fostering poor health practices creating behavior problems, encouraging low motivation, and development of student self-contempt. (B-46)

ALTERNATIVE EXPRESSION

Deprivation must be defined for each case. Inner city children suffer certain material deprivations such as the lack of adequate food, medical care, and clothing which may have negative effects on learning. But it is only in these areas that inner city children are deprived. (Consultants)

TYPICAL CULTURAL EXPRESSION

When developing an in-service program one must consider the effects of deprivation on student learning. (B-153)

ALTERNATIVE EXPRESSION

The home situation and the language do not create problems if the school is able to accept them positively and constructively. (Consultants)

TYPICAL CULTURAL EXPRESSION

When developing an in-service program one must consider the problems created by the home situation and the language problem of the inner city child. (B-153)

TYPICAL CULTURAL EXPRESSION

When planning an in-service program, one must remember that the father's absence precludes normal family life and implies low-level parental care. (Consultants)

ALTERNATIVE EXPRESSION

The importance of the father's absence has been overly stressed by white sociologists as a cloak and may conceal racism. In most families the mothers raise the children with fathers being absent most of the time. The term "normal family life" must also be examined. We must concern ourselves with what is normal for a subculture rather than what is "normal" for the culture at large in order to eliminate the suspicion and mistrust of inner city parents. (Consultants)

TYPICAL CULTURAL EXPRESSION

Inability to learn or read seems to be positively related to economic status. (B-34)

ALTERNATIVE EXPRESSION

True, inability to learn or read does seem to be related to economic status, but considering that the learning and reading activities are based on the norms of middle-class life style one can easily understand why. (Consultants)

TYPICAL CULTRAL EXPRESSION

Impoverished backgrounds, restricted opportunities, and a sense of dispair and resignation characterize the parents of deprived children in our cities. Parents need help in understanding their children, seeing the value of school, developing homemaking skills, learning to cope with urban life, achieving vocational competence, and accepting the responsibilities of parenthood. (B-44)

ALTERNATIVE EXPRESSION

Considering the attitudes that many people hold toward the children of our cities, these feelings are understandable. Parents do understand their children, they do value school too much and they do know that the only way to a better life lies in the hands of the powers of the society. Knowing these facts and deeply loving their children, which is also not understood by the people outside the inner city, one cannot judge their acceptance of the responsibility of parenthood. (Consultants)

(Please turn leaf)

1=I strongly believe this statement
2=I believe this statement
3=I believe some parts of this statement
4=I do not believe this statement
5=I strongly disbelieve this statement
6=I don't know

Circle One:
1 2 3 4 5 6
Explain:

_____

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Circle One:
1 2 3 4 5 6
Explain:

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Circle One:
1 2 3 4 5 6
Explain:

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1-I strongly believe this statement
2=I believe this statement
3=I believe some parts of this statement
4=I do not believe this statement
5=I strongly disbelieve this statement
6=I do not know

Circle One:
1 2 3 4 5 6

Explain:

(Please turn leaf)

ALTERNATIVE EXPRESSION

The statement implies that learning can only occur in quietness. Because educators do not understand the dialect of inner city residents, they tend to believe that no sustained conversation takes place. They do not understand the function and importance of nonverbal communication as a survival tool. They cannot properly relate nonverbal messages to verbal messages to form a complete communication picture. Also to consider any dialect as ungrammatical implies inferiority for those who speak the dialect. He who criticizes is subtly saying that he is superior because his dialect is "correct". Also, because many people do not express themselves in monotonous tones and they do not recognize this difference between the culture and the subculture, they assume that speaking in monotonous tones is incorrect. The corresponding statements regarding dialect exemplify attitudes prevalent in school programs which are inhibiting the learning of our inner city children. (Consultants)

TYPICAL CULTURAL EXPRESSION

Frequently in a lower-class home there is much noise with little sustained consistant conversation. There is much nonverbal communication and what verbal contact there is is likely to be ungrammatical and monotonous. (B,34, Consultants)

TYPICAL CULTURAL EXPRESSION

The disadvantaged child often not only lacks the ability to distinguish auditory cues, but the experience necessary to judge them. Teachers tend to have altogether different auditor patterns which the poor preschool youngster simply cannot comprehend. (B-34)

ALTERNATIVE EXPRESSION

These statements are contradictory because they state that the disadvantaged child does have auditory cues and experience but that the teachers have altogether different auditory patterns. This article is indicative of reasons for failure of inner city schools. School systems must start responding to the children in a positive way because these negative attitudes do nothing but breed failure. This involves understanding and accepting what the child brings with him and developing programs that build upon what he has. Trying to irradicate what he brings with him is to wipe him out because he brings a part of himself. (Consultants)

TYPICAL CULTURAL EXPRESSION

Children of lower class parentage should be removed from that environment and exposed to the large soceity while in their formative years in order to prevent damage due to language handicap and lack of mother support and stimulation. (B-10)

ALTERNATIVE EXPRESSION

The validity of the statement is questioned. Until the society can accept all of its citizens as full human beings and provide them with opportunities to pursue the basic needs, nothing else will improve the plight of poor people. Lower-class environments are only detrimental because the controlling forces of the society have established "traps" that insure them of not being able to improve their living conditions. (Consultants)

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ALTERNATIVE EXPRESSION

This statement exhibits a racial superiority attitude. The characteristics described are problems only when defined by the middle class.
(Consultants)

TYPICAL CULTURAL EXPRESSION

The following are common problems in most poor neighborhoods: (1) faulty speech patterns, (2) poor enunciation and pronunciation, and (3) lack of books and environmental experiences.(B-192)

ALTERNATIVE EXPRESSION

Because this statement is true, the school school must shoulder the responsibility to change its attitudes and establish programs that are congruent with the child and his life style.
(Consultants)

TYPICAL CULTURAL EXPRESSION

The following factors limit the inner city child in his development in school:

(1) Aggressiveness as a survival technique

(2) Lack of experience on which school learning is usually based

(3) Inability to communicate with teachers through formal standard English.(B-60)

ALTERNATIVE EXPRESSION

This statement is questionable because of the ignorance of most people of lower-class dialect. Once again the lack of understanding that the verbal plus nonverbal equals complete communication is evidenced. Therefore, because feedback is not in the form that middle-class people expect, feedback is missed by middle-class teachers.
(Consultants)

TYPICAL CULTURAL EXPRESSION

Crucial differences between middle-class and lower-class children is not in the quality of the language but in its use. There is more verbal interaction in the middle class and more flexibility of speech patterns. In contrast, the verbal interaction required of lower-class individuals is more routine and of a more highly conventionalized nature. the middle-class child learns by feedback, the disadvantaged child lacks it.

TYPICAL CULTURAL EXPRESSION

While most inner city children do not articulate well in the usual linguistic sense they are certainly expressive. City children are people oriented. Despite a paucity of the usual cultural experiences the city child is frequently more wordly wise than his suburban neighbor. (B-138)

ALTERNATIVE EXPRESSION

This statement is true. The use of the term "paucity of the usual cultural experiences" should be expanded and clarified to point out that it means middle class, and that rich cultural experiences for the child do exist in the inner city and should be built into his school program. (Consultants)

TYPICAL CULTURAL EXPRESSION

The socially disadvantaged could learn more rapidly and efficiently if they had more concrete experiences on which to base their vocabulary and reasoning skills. (B-83)

ALTERNATIVE EXPRESSION

Again, the author cites the child as the problem, the role of the school learning to meet the child is excluded. School does not capitalize on those experiences that the inner city child has had. (Consultants)

TYPICAL CULTURAL EXPRESSION

Education is an instrument of social mobility.

ALTERNATIVE EXPRESSION

We have long fooled ourselves by regarding education as an instrument of social mobility, but public education has failed to assist the rise of lower classed and ethnic groups to a higher socio-economic status. Metropolitan pupils have long failed to reap the benefits from an educational system geared largely to the middle class. (Consultants)

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ALTERNATIVE EXPRESSION

The language is not deficient, but is different. It is not well understood by many middle-class educators. Items 2 and 3 illustrate problems for the middle-class educators because they are ignorant of the Black and or inner-city culture. The schools have reinforced low self-esteem and educational aspirations evidenced by the racist textbooks programs which are set up according to middle-class norms. Inner-city students are disoriented to intelligence tests because they are usually constructed for middle-class children and as a result (Number 9) inner-city children are not familiar with middle-class standards. But why should they be? One could say that inner-city children are slow learners if they are compared to the middle-class students who are at a great advantage because they have concrete things to relate to the schools activities. (Consultants)

TYPICAL CULTURAL EXPRESSION

The following characteristics are fairly consistent among children from deprived backgrounds:

(1) Language deficiencies

(2) Weak perceptual discrimination, concentration difficulty, and limited attention span

(3) Orientation to the present fulfillment in a nebulous perspective of the future

(4) Low self-esteem and low educational aspiration

(5) Disoriented to intelligence and standardized tests.

(6) Slow learning is their way of learning

(7) They possess a unique learning style

(8) They are expressive and usually creative role players

(9) They lack familiarity with middle-class standards

(10) Achievement is likely to be highly motivated and influenced by teacher expectation.

Middle-class students have a great advantage. . . .

TYPICAL CULTURAL EXPRESSION	ALTERNATIVE EXPRESSION
Education in the public schools should follow two principles or theories: identical education for all children and equal education for all children.	This planning inhibits the development of good programs for the educationally disadvantaged. This type of curriculum planning is based on the assumption that it is a good practice to merely use middle-class experiences so that the socially disadvantaged can understand and benefit from middle-class oriented instructions. Instead, the following four guidelines should be followed: (1) group by educational need, (2) incorporated developmental programs and instructions, (3) work on an immediate goal basis, and (4) take small developmental steps. Provide the child with meaningful success experiences. When they are exposed to the unmeaningful requirements, they can become disillusioned and quit.
TYPICAL CULTURAL EXPRESSION	ALTERNATIVE EXPRESSION
Compensatory education has been designed to help urban children who because of their backgrounds have a more difficult time in school and can appear to be inferior. The urban school system must try to eradicate such backgrounds.	This principle is perpetuating the idea that urban children are inferior. Urban school systems must learn to capitalize on the culture of minority children and not try to eradicate such background. Ghetto schools are often burdened by financial restraints. Money that finally reaches the urban disadvantaged school is too often wasted on traditional approaches that are simply not appropriate for the inner-city school. They become involved in the "futility of doing more of the same things that have not worked in the past". (8: 533)

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ALTERNATIVE EXPRESSION

These statements are dangerous because, based on them, one could say that some people are inherently or biologically inferior. Many people in America are placed at a disadvantage because of race, color, or economic status. The school and society in general have not responded positively to this group of people as a whole because to do so would result in having to deal with the redistribution of power and wealth. (Consultants)

TYPICAL CULTURAL EXPRESSION

(1) To be culturally deprived means very often to be biologically deprived and as a result of this and other training factors unwilling to delay gratification.

(2) Cultural deprivation produces reduced intelligence as a function of lesser cognitive perceptual and verbal skills.

(3) Cultural deprivation usually means having little achievement motivation.

(4) Cultural deprivation yields unfavorable attitudes towards self, others, and society which in turn may result in deliquent behavior. (B-151)

ALTERNATIVE EXPRESSION

No. 1 is true because an authoritarian teacher is more congruent with the adults that the child encounters in his life. Ideally this teacher would place restrictions and limits for the child and help him grow to where he can set his own restrictions and limits. There is a definite need to discuss why the authoritarian adult in the Black community has been a necessity. No. 3 is also true because the child sees himself as an underdog. Again the inner-city child can be considered a slow learner only when compared to the middle-class learning style. Also, the child may want a better standard of living but the middle-class standard of living is today being questioned by many people. (Consultants)

TYPICAL CULTURAL EXPRESSION

The following are characteristics of the inner-city child:

(1) He needs an authoritarian teacher

(2) He has a great concern for the 3 R's

(3) He favors the underdog

(4) He works in a slower manner

(5) He wants a better standard of living but is not attracted to the middle-class standard. (B-120)

TYPICAL CULTURAL EXPRESSION

The behaviors ascribed to disadvantaged people are only disadvantageous when they try to function in the dominant culture. (B-108)

ALTERNATIVE EXPRESSION

True. Aggressiveism, nonstandard dialogue, and a matriarchial setup are all quite functional within the subculture. (Consultants)

TYPICAL CULTURAL EXPRESSION

Teacher attitudes toward inner-city children comprise one of the largest problems in the inner-city school today. Most teachers are either from middle-class backgrounds or lower-class members wishing to climb socially and economically; therefore, their teaching carries a "middle class" imprint without understanding of or patience with a lower-class child. (B-33)

ALTERNATIVE EXPRESSION

The following are suggestions for attitude and behavioral change: (1) accept the culturally different children as they are; they have been rejected often enough by others, (2) accept their dialogue without attempting to change it, because one's primary dialect is one's self; the two cannot be separated. The primary dialogue is also an important means of survival. It is a mark of racial prime and a way of authority. No other person with whom the children communicate uses the standard dialect. A thing must be proven to be of some use before it can be learned. Too many teachers have been trained or "educated" to believe that we have only one acceptable standard dialect. Therefore, they expect the child with a different dialect to conform and adopt the standard even though it is not spoken anywhere else in the child's environment. The problems are intensified when: (1) we expect the child to learn the standard spoken dialect so that he can communicate with us, and (2) we expect him to learn the language of instruction, (3) we expect him to learn the written or literary dialect with the improbable and artificial dialect of some of the basal readers, (4) in addition to learning the standard dialect, the child is expected to keep up with middle-class children and his middle-class teachers and adapt to their standards and values. (B-170)

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ALTERNATIVE EXPRESSION

The following are problems of the disadvantaged pupil: (1) Teaching procedures and learning styles in the inner-city schools don't match. (2) Material is not related to the learner's knowledge or experience. (3) The content and technical methods ignore the learner's feelings about his experiences. (4) The concerns of the learner are ignored. (B-117)
The inner-city curriculum must respond to the influences of the environment and use the culture of the disadvantaged as a base to build upon rather than something to be eradicated. (B-108)

TYPICAL CULTURAL EXPRESSION

The problems of the slum school are due as much to the alienation in the school staff as they are to the cultural alienation of the child. (B-149)

ALTERNATIVE EXPRESSION

Inner-city children must cope with a "hidden curriculum" which makes additional demands. The inner-city child must learn not only the content of the apparent curriculum, but he also must learn to express, react and relate in a middle-class manner. For example, the apparent curriculum of the school seeks to develop the ability to formulate abstractions. The hidden curriculum adds the requirement that these abstractions be formulated and communicated in standard English. The bureaucratic demands of the school system may well represent the "disadvantages" of the "disadvantaged".

TYPICAL CULTURAL EXPRESSION

One of the major difficulties facing the urban teacher is the lack of sensitivity to the values and feelings of the children which are outside the range of their personal experience. (B-149)
All inner-city teachers must try to understand and accept the culturally deprived child. (B-78)

Program Content

When did you last examine the content of your in-service teaching-training programs? Is the content relevant to the expressed needs of your inner-city teachers? Is it applicable to a different type of problem than has existed in such proportion at any other time? In such testing of the content of urban teacher development effort you must examine your content in these ways to prevent the accelerating rate of obsolescense that is so prevalent in urban teaching principles and practices.

This section will help you examine the content of your program. You will be able to study practices in a typical-to-desirable range, and then assess your current planning approach.

Typical Program Content

A thorough examination of literature concerning teacher development content revealed that a typical body of in-service content does, in fact, exist. Site visits confirmed that finding. The typical content treated by local teacher-development programs is the derivative of traditional in-service curriculum planning groups. (B-109). Curriculum planning as the content of in-service sessions has been expanded and extended to include content teaching about instructional methods and materials for use in the classroom. The methods and materials content is generally subject matter specific and taught to supplement the pre-service courses. Such an expansion of in-service content has made it possible for a teacher to learn in the school many of the instruction principles and practices in the current college-teacher preparation curriculum. Typical extensions of traditional in-services include the orientation of new teacher to the procedures of a given district.

Desirable Program Content

One of the results of these typical practices is that the teachers have limited their teacher-development concept to the types of in-service courses mentioned. The possibility of treating more desirable content through teacher-development programs should be viewed as an opportunity to further extend and expand the traditional curriculum planning group. The most desirable content for teacher development does not result from perceived needs and or gradually evolve from educational practice. Rather it treats a backlog of training needs, which have been directly assessed in the district. Needs are treated which have been validly assessed and specified. Though some general areas of need should be treated in most every urban district care in content selection must be exercised by urban teacher-development decision makers. The precise needs of individual and grouped teachers should be assessed before deciding content specifics. The general areas of content currently comprising much of the training need include human-relations training, (B-150) cross-cultural training, (B-187) interpersonal awareness and sensitivity training, (B-70, 71) attitudinal training, (B-27) and nonverbal behaviors. In addition, two processes taught as content are needed in many districts — interaction analysis and micro-teaching. The literature and direct communication of teacher developers contain references to the general areas cited. In order to specify the exact needs of your district you must locally assess your needs.

Examples of Program Content

Because mere mention of general content areas meets only a portion of the guide's goals, three individual case examples of the content treated in several urban districts will be described. None of the examples describes entirely the desirable content. Each of the examples does, however, show in more detail the treatment of teacher-development content which is more contemporary, more needed, and more relevant than the typical. Micro-teaching as a method of teacher development becoming increasingly more common. In the southwest states micro-teaching sessions are used to train teachers in the oral language teaching skills necessary to help improve the English speaking ability of Mexican-American and Indian children. Medium-size group demonstrations and presentations are followed by a small-group learning experiences. Those experiences are used as a foundation for a micro-teaching experience for a teacher, her new skills, and three elementary students. The micro-experience is then evaluated by the teacher. If she desires, she then may ask for evaluation and comment from her colleagues after they view the video tape of her performance. The total experience is very effective. (D-18)

Nonverbal communication has many implications as content for inner-city teacher training efforts. One implication is described by Howard Becker in his Ph.D. dissertation. (B-12) Becker tells of the importance of the nonverbal behaviors elicited by urban students. Implicit in his dissertation, is the suggestion that teacher-training content should include a methods portion to familiarize the teacher with the recognition and interpretation of student nonverbal behaviors. Charles Galloway discloses another facet of nonverbal communication as teacher training content. (B-71) He warns of the unconscious or unnoticed signals that teachers emit nonverbally. There are cultural variations in the values for and connotation of certain non-verbal behaviors. If a teacher is unaware (untrained) in nonverbal communication, she views the risk of nonverbal miscommunication and creating an even more serious cultural misunderstanding. The Galloway "shortcourse" on nonverbal communication in The Instructor (B-71) suggests possible in-service training content to avoid the problems mentioned.

Intergroup relations is the content for in-service teacher training in a New England urban district. The initial aspects of the course seek to awaken the teachers to the necessity of dealing with intergroup relations. Subsequently intergroup methods, resources, and ideas were presented. The presentations were made in ten 2-hour sessions through the use of short films and discussions.

A greater number of examples of effort in the general areas previously mentioned are included in the appendices of this guide.

Planning of Program Content

The fundamental ideas about the content of typical and desirable teacher-development programs presented will benefit you in assessing your present program and in planning for needed programs. An additional help is the following assessment and planning list which is the result of an open-ended question sent by the project team to 136 urban districts. (A-3) Your assessment of past programs should be made by entering a mark (X) in the "past content" column. Content perceived as "needed" by your district should be identified by a mark (X) in the "perceived 'need'" column. "Need" appears in quotation marks because it indicates projected general needs. It refers to general needs not yet verified by a systematic needs assessment method.

	Past Content	Perceived "Need"
Classroom methods/materials	____	____
Human relations	____	____
Minority group problems	____	____
Individualized instruction	____	____
Curriculum development	____	____
Leadership development	____	____
Use of equipment	____	____
Behavioral objectives	____	____
Exceptional children	____	____
Educational goals	____	____
Teacher orientation	____	____
Behavior modification	____	____
Community relations	____	____
Prescriptive teaching	____	____
Self-awareness	____	____
Educational change	____	____
Learning theory	____	____
Paraprofessionals	____	____
Interpersonal sensitivity	____	____
Communications skills	____	____
Classroom guidance	____	____
Teacher attitudes	____	____
Cultural awareness	____	____
Sex education	____	____
Interaction analysis	____	____
Confrontation	____	____
Behavior management	____	____

The list is certainly not exhaustive. It should, however, stimulate you to record your past content and perceived "needs" which will give you an idea of what you have offered and an idea of the content that might be of value to offer in the future. Your assessment is as good as your accuracy in the "past-content" column. Your planning begins in the "perceived need" column. No matter what needs — identification instrument you chose (questionnaire, interview, etc.), you should accurately identify and specify needs and try to include the needed content in future programs.

Program Structure

Who dictates the instructional methods used in your in-service — you or your program objectives? We hope that by now you know what the typical and desirable responses to this question would be.

The structure of a teacher-development session or series of sessions, including the method of instruction, should be the verdict of the original need to be served and the session content objectives. Many traditional structures and methods, such as group lectures and tape-slide presentations, are familiar and therefore used by teacher-development planners. Large group lectures and tape-slide presentations are examples. Some of the more contemporary types of instruction, such as simulation, gaming, and task group methods, seem to be less familiar.

This part of the guide will present many of the typical and more desirable program structures and methods for teacher-development activities. Some examples of program methods and structures also have been described to help you assess and plan your program methods and structures.

Typical Program Structure

The typical type of program for teacher development is a one-shot blanket presentation to a large (51 or more participants) audience.(B-109) Demonstration, discussion groups, and lectures are the most frequent methods for such presentations. Role-playing and problem solving for groups of 15-25 are also frequent types of programs. The participants in most programs are grouped by grade level or subject area. Most of the presentations are semiformal and held in a school facility.

Desirable Program Structure

The typical style of a teacher-development program is less imaginative and flexible than it could be. A more desirable program might offer a wider variety of instructional methods and structures. Combinations of types may be appropriate. The desirable program is designed with cognizance of the motivational aspects of the teacher-learning environment. The place, structure, and method for a presentation are planned to encourage involvement. Current methods of instruction are matched to the objectives of the program and the needs of the teachers. Multiple exposures and differing detail levels of depth are used appropriately to meet the needs of individual participants.(B-30)

The desired programs set the number of participants by the specific activity which will involve them.(E-3) Enjoyable techniques of presentation are included whenever relevant and appropriate.

Teachers have enjoyed how-to-do-it presentations followed by role-playing for practice in certain topic areas.(B-71)

Desirable program methods and structures, when introducing an innovation, should reflect a consideration of the steps in accepting a new idea. Consider the following: knowledge of an innovation is essential for implementation. A committment to use an

innovation is necessary for its accpetance. Guidance in the use of an innovation is essential for its implementation. (B-14)

To capture the desirable, a more informal, individualized program utilizing traditional and contemporary methods (in combination, if necessary) which interests teachers should be planned. (B-195)

Examples of Program Structures

Some of the programs studied are quite desirable, others quite typical. The examples which follow are representative of both kinds of programs. One example comes from a small-city district on the Great Lakes. In that district, all of the 600 teachers gathered for an entire day of in-service training. The topic for the day was human relations. Besides marking a "first" in district administrative-teacher organizational cooperative planning, the effort utilized large-group and small-group learning activities. There were no lectures, no panels, and no moderator talks. The teachers were the only participants. Group dynamic principles were observed and the day reportedly benefited all who attended. (B-141)

Another example of a program within the typical to desirable range comes from a West Coast school district. The district set out to tackle an age-old problem in education, keeping teachers in top shape by allowing them to implement their creative ideas. The in-service training method involved providing guidance to teachers in preparing idea proposals for classroom innovations. The teacher was aided in preparing a proposal for some "pet" project. If the project seemed worthy, resources to carry it through were allocated. Procedural matters and other red-tape were handled by staff other than the teacher-innovator. In 1968, seven such programs were operative and the reported results of that program structure and method were very positive. (B-101)

A third example comes from a midwest city district where three in-service simple innovations were tried. The first involved the improvement of teaching practices through the audio taping of class sessions. During a normal teaching class and without complicated video equipment, the oral portion of the class is taped. The tape is then analyzed by the teacher in order to help her improve her classroom performance. The method and structure provides a self-learning in-service experience for teachers without using large amounts of teacher time or vast resources. (B-101)

Another innovative in-service method tried by the district used student appraisal to gain a more accurate picture of the teaching improvements needed and then allowed the teacher to modify his or her behavior accordingly. The students rated 52 statements about teaching. The ratings were then fed back to the teacher. Individual teachers ratings were subsequently used during in-service meetings by the teachers both individually and in groups to improve teaching methods. (B-101)

The last in-service practice to be discussed in this example, is that of using "cross-generational cross-status development teams" to open communication channels within school buildings. The school building teams are formed and function to identify and solve human relations problems which are as yet unresolved. The method provides in-service training in human relationships for administrators, students, and teachers. (B-182)

The examples given are, of course, only sketches of the total in-service practices at any one of the districts cited. The examples are only presented as an aid for you to conceptualize teacher-development structures and methods within the range from typical to desirable practices.

Planning the Program Structure

Below is a listing of methods and structures for urban teacher development activities. The list is a compilation of methods and structures used for past and current urban teacher-development efforts. In the list are some items you have tried, others you are familiar with but as yet have not tried, and some you are not familiar with. Indicate where appropriate by a "T" those items representing methods or structures you have tried. Next, indicate with an "F" those items you are familiar with but as yet have not tried. And lastly, indicate with an "N" those items with which you are not yet familiar.

Methods/Structures	"T"	"F"	"N"
Lecture presentation	___	___	___
Medium group discussion	___	___	___
Large group demonstration	___	___	___
Role playing*	___	___	___
Child case study*	___	___	___
Multimedia presentation*	___	___	___
Diary (self-study)*	___	___	___
Panel discussion	___	___	___
Micro-teaching	___	___	___
Simulation*	___	___	___
Games	___	___	___
Interaction analysis	___	___	___
"T" group*	___	___	___
Encounter group	___	___	___
Individual quest	___	___	___
Brainstorming	___	___	___
Problem-solving session	___	___	___
Family visits*	___	___	___
School observations (visits)*	___	___	___
Individual tutored experience	___	___	___
Inquiry groups*	___	___	___
Interpersonal confrontation	___	___	___

This list of methods and structures for developing urban teaching is not inclusive. It does, however, contain many activities which had been shown especially successful, yet not normally used, to teach the difficult, affective, and cultural content so greatly needed in urban areas. Methods which have been shown to be of value for urban teacher development in the areas mentioned are marked by an "*". (B-170)

Your indications on the list, especially opposite "*" items, should be particularly useful in your planning. As a teacher developer, you should plan to increase your repertoire of program types. In other words, you should plan to increase the number of "T" items and decrease the number of "N" items. To begin with, you should try to locate definitions and examples of items you have marked "N". A move of "F's" to the "T" column is also desirable.

Deliberate planning for the identification of needs and subsequent matching of appropriate program types should lead you to changes in your "T", "F", and "N" indications. Novel types of programs which are not responsive and appropriate to teacher needs should be avoided. There is evidence of too many interpersonal, human, and cultural needs to expend time on weakly based experimentation.

Program Timing

Are your teachers apathetic about in-service? Do they grudgingly attend certain in-service sessions? Do you see low teacher motivation as a stumbling block in the effective development of your in-service? Perhaps your problem is a direct result of (instead of a barrier inhibiting) your planning.

Teachers are typical human beings. As such, they like to have free vacation days, normal working hours, and to grow in their profession or occupation. From auto mechanics to brain surgeons, people want to learn more about their work and improve their skills. Why then must in-service planners bemoan teachers apparent apathy? Perhaps the root of the problem has not yet been uncovered.

For maximum involvement of teachers in teacher-development experience the location and time of the experience must be considered. No matter how viable the program content is nor how great the need served, if a program is given at an inappropriate time or location the effort will not be a success.

Typically and all too often the one or two in-service sessions for the year are held on teacher time after school, on the weekend, or a holiday and sometimes far from home. The 1-hour or 2-hour sessions are held at times which are inappropriate to the teachers scheduled time commitments. (A-3) Programs so planned overload the teacher involved (B-171) and result in low attendance (unless compulsory) and low motivation to return to another like experience. (C-II) The reasons for such programs range from lack of sufficient materials and human resources to a poor knowledge of teacher needs.

A more desirable condition would include the release of portions of the teacher's day enabling them to attend organized developmental activities close to home. Such experiences should be regularly scheduled and frequent (a minimum of half an hour a month). Additional sessions for more lengthy issues should be planned for the summer or in special programs such as the "minischools" program. (B-15, E)

There are several very effective programs which represent scheduled sessions within this typical to desirable range. There is a district in central Ohio that is on a time-matching plan. Where half of the teacher development time for the year is alloted as release time, the other half is given by the teachers from their own time. (C-1) Another system solved the time problem by using visiting teachers to take over the classes of teachers involved in developmental activities. Many such schemes exist and are applicable to a range of districts. A first step in generating a viable scheme for your district is to assess your current teacher-development scheduling practices.

Answer the following questions in an attempt to do just that.

- (A) When were each of your last year's teacher-development efforts conducted?

  (Enter numbers of sessions for each time.)

  After school _____
  Release time _____
  Vacation time _____
  Special Conference _____
  Saturday _____
  Other (Write in) _____

  _____
  _____
  _____

- (A) When were most (highest number from above) held? _____
- (P) When would you like most of the sessions to be held? _____
- (A) How long was each session of last year's teacher-development programs?

  (Enter number of sessions for each.)

  Less than one hour _____
  One hour _____
  One to one and one half hours _____
  One and one half to two hours _____
  Two hours _____
  Half a day _____
  One entire day _____
  Multiple days _____

- (A) What was the most frequent length of your sessions? _____
- (A) Was that length determined by the program's content? Yes_____ No_____

- (P) Would you rather have the length of the program be determined by the program's content? Yes_____ No_____

- (A) How frequent are your teacher-development sessions?

  (Enter number of sessions for each.)

  Weekly _____
  Bi-monthly _____
  Monthly _____
  One per semester _____
  One per year _____
  Other (Write in) _____

  _____
  _____
  _____

- (P) What frequency of sessions do you feel is needed to realistically and adequately meet teacher-training needs?

  (Enter number of sessions for each.)

  Weekly _____
  Bi-monthly _____
  Monthly _____
  One per semester _____
  One per year _____
  Other (Write in) _____

  _____
  _____
  _____

- (A) Is attendance somewhat compulsory for your teacher-development sessions? Yes_____ No_____

- (P) Do you feel attendance would have to be compulsory if sessions were appropriately scheduled? Yes_____ No_____

The answers you have given to the "A" questions should give you a good picture of the way teacher-development scheduling is currently handled in your district. You should also know how you should schedule as a result of your answers for the "P" questions. Now your task is to eliminate the timing practices causing undesirable "A" answers and plan and implement the desired practices reflected by the "P" answers you gave.

The results of a more desirable schedule of teacher-development activities are great. Such scheduling can increase teacher attendance participation and motivation for teacher-development experience.

Program Evaluation

You have begun to change your in-service program. You have stated planning steps for need identification. You have begun to plan for changes in content, time, and location of your program. You are aware of some new resources and instructional methods and procedures. But, what is the next step — the last step before you begin your program?

The answer is "evaluation" — how to know when you've reached your goals and accomplished your objectives?

It will not matter how well you identify and specify needs and design and carry out a program of teacher development if you do not have an adequate evaluation. Needs specified appropriately tell you where you are going. The methods and materials relevant to those needs show how you will get there. But only an adequate evaluation can tell you when you have arrived.

The typical case of teacher-development evaluation uses an opinion poll taken orally and informally as the evaluation of a training effort. A few programs use questionnaires and final achievement tests to evaluate. In most cases, the evaluation is less than adequate. The main reasons for the condition are the cost of a proper evaluation, the technical and methodological problems, and the need for open, accepting, and trusting relationships throughout the staff.

A more desirable evaluation is constructed to seek answers to the following questions: Will teachers be acting differently while teaching as a direct result of the training? Have such differences improved the quality of instruction? As mentioned in the needs assessment part of this section, the specification of needs in behavioral terms can accomplish the first step in an adequate evaluation. That first step should lead to the development of objective assessment techniques — techniques that base the evaluation squarely upon the original objectives of the training. The next step in a proper evaluation requires that the training methods and materials produce teacher-behavior changes so great that they well exceed any error in the evaluation measurement. The final step requires a check to validate the entire instructional process by the resultant changes in instruction caused. To perform this evaluation process may very well require more time and cost than to perform a typical evaluation. Each teacher developer can, however, tackle that problem at the local level. The range of possible solutions includes the use of individual self-assessment instruments by teachers to evaluate their learning. Each teacher under such a system enters training with an identified need and if that need has been fulfilled by their own criterion, the training has met one measure of success. Many alternative methods do exist. It is your task to design an evaluation that may not be the optimum at first, but does represent a more desirable state. Do not attempt to make the whole move to the best evaluation scheme at once; it will be far too costly.

Examples of Program Evaluation

In such planning, some examples of evaluation procedures currently used may be helpful. In a far-west city district, learning theory, the educationally deprived, simulation, and individualized instruction were the topics of teacher-development efforts. The evaluation techniques used were pre- and postachievement tests for the students of trained and nontrained teachers, observations of teacher behavior, and q-sorts on teacher and student perceptions. In such a program, it would not be difficult to allow the teachers to assist in evaluation by doing some of the testing and assisting in the observations. (A-14)

In a northeastern city district, a new teacher orientation to the urban teaching program uses a less formal open-ended evaluation. The students write descriptions of faculty performance and associated changes. At the same time, the faculty write descriptions of student performance changes. The evaluative descriptions are then shared. Such an evaluation puts the burden of proof at the site of original needs. Many examples of different schemes are available in the literature. The appendices should be used to find more schemes. (A-14)

Program-Evaluation Planning

In order to assess your particular evaluation methods, it will be necessary for you to ask yourself some questions:

- Have specific instructional objectives been constructed for past teacher development offerings?
- Do the objectives specify teacher behaviors?
- Has evaluation proceeded systematically from the original need through the classroom effects of training?

Now list (write down) some of the evaluation difficulties you face:

- What influences prevail that make it difficult to perform an adequate evaluation of teacher development offerings?
- What problems have existed in past evaluation efforts?
- List some of the benefits of a proper and complete evaluation.

- List the resources (human, material, financial) which are needed to develop and carry out an adequate evaluation.

Your accurate answers and responses to the items presented should give a clear view of past evaluation constraints as well as an approach to what can be done to improve the situation.

Utilization of the resources you have mentioned toward the design of an evaluation scheme for your next teacher-development effort should be the first step. Get assistance and make initial steps toward your desired level of evaluation!

Program Resources

One of the most critical problems for the school professional is the fact that he spends most of his time working in isolation. How can this be changed? The Ford Training and Placement program at the University of Chicago has found an answer(D-7). Their solution: the formation of cadres, groups of various school personnel from janitor to principal, who work supporting one another. The teacher-development decision maker faces a similar problem. He may work in isolation; or he may work in coordination with those supplies and supports which are available to him. He may be "administratively" oriented and concern himself with running a smooth organization, or he may be "professionally" oriented and concerned with improving classroom procedures and encouraging teacher growth.(B-32) For the professionally oriented teacher development decision-maker, gleaning information which can improve the character of education is of crucial importance. He looks around himself for new or reserve supplies or supports which are called resources.

The teacher developer uses a number of strategies, or approaches, to gather resource information from target sources, people and organizations. Figure 2 presents possible strategies and targets(B-30) for gathering resource information. Following Figure 2, "typical" and "desirable" strategies for use of resources are juxtaposed for your comparison.

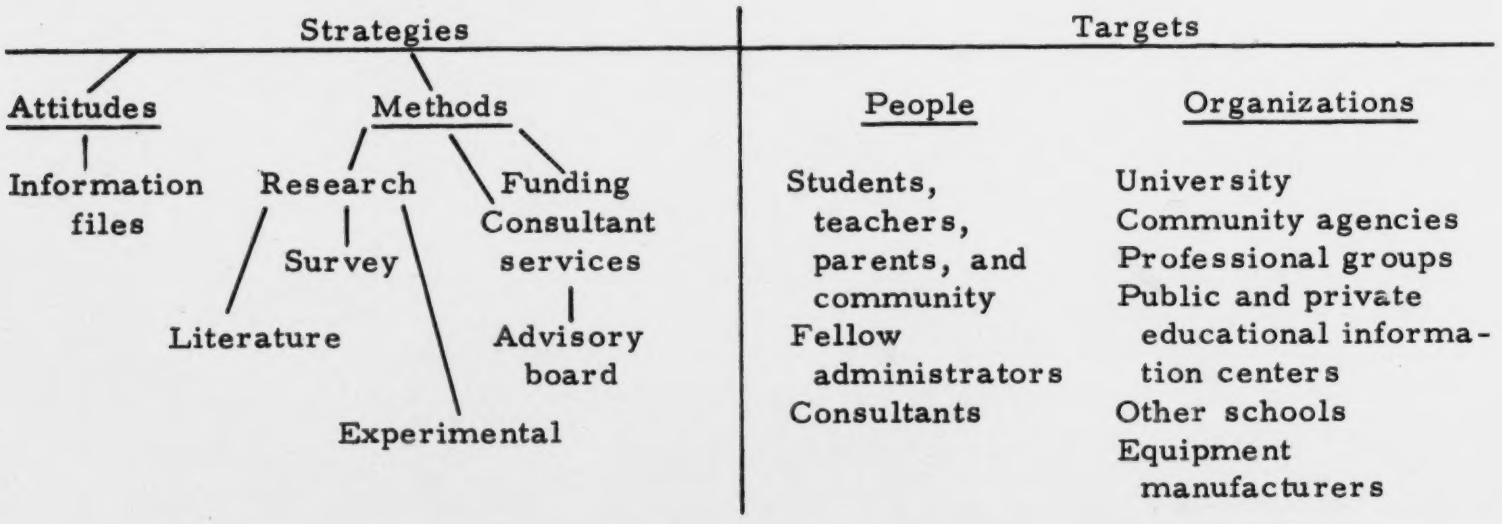

FIGURE 2. STRATEGIES AND TARGETS FOR GATHERING NEW OR RESERVE SUPPLIES OR SUPPORT

STRATEGIES

Typical	Desirable
ATTITUDES	
The teacher-development decision maker	The teacher-development decision maker
• Wants to know "what the other guy is doing," to help him run his organization more smoothly.(C-1)	• Is an information gatherer and utilizer; he is searching to improve the character of education in his schools.
• Seldom makes a great deal of use of educational research.(A, D-3)	• Has a great interest in educational research, which he pursues. He does not see his school system's problems as unfortunate ideosyncrasies of his schools, but as general professional problems.(B-32)
• Conveys to his school staff that he is a very busy man, juggling administrative details in order that they can participate in in-service activities.(C-1)	• Conveys to his school staff his active support and concern for new ideas in education, and specifically for their ideas and experiences.(C-1)
METHODS	
• Needs more information,(A, C-17) but he is not exactly sure how to go about finding that information.	• Is committed to "a systematic inquiry for verified knowledge".(B-199) He is comfortable with inductive thinking based on facts and the formulation of tentative hypotheses. (See, for example, Wise, J. E., Nordberg, R. B., and Reitz, D. J., Methods of Research in Education, Boston: D. C. Heath & Company, 1967, B-199). He is familiar with research methods such as review of the literature, survey method, and experimental method.
• May use the professional literature, but not consistently. Although he sees his function as being one of great importance(A-2), he is not sure of the techniques he should be using.	• Uses the most efficient techniques to examine and keep current with the educational literature. He uses ERIC. (See Appendix F, Techniques for Review of the Literature.) (See Appendix B, Review of the Literature, An Annotated Bibliography.)

Typical	Desirable
The teacher-development decision maker	The teacher-development decision maker
• Uses simple surveys to obtain information. He finds it to be a very easy method, but his efforts are not extremely successful.	• Uses surveys to gather information and/or help establish an area of concern among the faculty.(B-58) He is familiar with guidelines for constructing questionnaires (Wise, Nordberg, & Reitz, (B-199), pp. 100-102), including keeping the length at a minimum. He is aware of the limitations of questionnaires – teachers may feel that surveys are useless, irrelevant, and incapable of measuring attitudes.(C-2) He provides feedback to survey subjects and builds on previous surveys.(B-30) (See Appendix A, Questionnaire.) The teacher development administrators know that one of the greatest dangers in utilizing materials, as well as books, is the temptation to let them speak for themselves.(B-30)
• Has no need for experimentation; he either adopts a new program or he does not.	• Is interested in testing out his hypotheses through the use of controlled experiments and pilot programs. He seeks out objective information on which to base his decision-making.
• Uses some educational consultants(A-4) but he may have difficulty in receiving the exact help he wants from these individuals.	• Considers the consultant as potentially a necessary and valuable resource. "Leadership follows time as the second most important resource for in-service education.(B-96) Selected consultants may be invited to visit the school, meet with various faculty groups and make recommendations based on their observations. For Guidelines in the use of a consultant, see Appendix C.

Typical	Desirable
The teacher-development decision maker	The teacher-development decision maker
• Has no need for the help of an advisory committee in his decision-making.	• Has seriously considered and possibly created an advisory committee of some kind to aid him in his work. He assumes that "one of the major criteria for evaluating inservice... (is) the degree to which the selection of focus, planning, programming, and appraising involves each of the participants."(B-58) The following people could possibly participate on a planning board: administrator, teacher, board member, parents, auxiliary personnel, students, student teachers, university personnel.(C-2) The tda's role in planning is balanced by the participation of others.
• May maintain information files on current innovative practice and materials for their teacher's use.(A, A-18)	• Maintains an information and sample materials file. He encourages teachers to make use of the information available(C-2) and is aware of the potential for informal teacher development.
• Indicates that if only he had sufficient funding, he would have an effective program. He identifies insufficient funding for personnel and materials as his major constraint.(A-2)	• Makes every effort to obtain adequate funding, but he has alternative programs up his sleeve. For example, he uses a teacher tuition system with all its advantages of localizing teacher development activities.(C-2) Teachers pay for their courses which are held at the school. Academic credit is given. For example, he capitalizes on the human resources of his own community. He pays groups of local people to become information sources for his schools, thereby increasing community-school rapport, the relevance of the school programs, and the understanding of his faculty. Some community members may wish to volunteer to do

Typical	Desirable
The teacher-development decision maker	The teacher-development decision maker consultant work if they feel as though their ideas are welcome in the schools (and this may be hard to achieve). See, for examples of funding, Project Abstracts, Appendices C and F.

TARGETS*

Typical	Desirable
• Realizes about a 50-50 chance that he will use students as a source of information in determining teacher training needs. (A-4)	• Sees students as very important sources of information. (C-2) He works regularly with selected students. He suggests the possibility of in-service activities involving students – e.g., workshops working closely with selected students to discuss teacher needs or minischools to demonstrate and practice teaching techniques while giving extra help to students who desire it.
• Works with teachers to determine their concerns and needs. This is strangely not always a common function of teacher-development decision makers'. (C-1)	• Sees teachers as a crucial information source. He is aware that faculty involvement and enthusiasm will vary inversely with his commitment to the above attitude.
• May communicate with community members regarding teacher trainneeds, but does not see this function to be "of great importance". (A-4, C-1)	• Realizes that he, rather than his inner-city population may be the disadvantaged when it comes to under standing the needs of the students, and the teachers who must deal with them. He makes constant use of community members, both formally and informally, in an attempt to make education meaningful to its objects. (See, for example, Woodlawn Experimental School Project.) (D-21)
• Generally works with fellow administrators in determining teacher training needs. (A-4, C-1)	• Supports the interchange between teacher administrators as both a desired and important source.

*See Section III, Part A, where sources of information available to assist in training needs are discussed.

Typical	Desirable
The teacher-development decision maker	The teacher-development decision maker
• Works in close contact with universities(A-4, C-1) but may feel threatened when "innovative approaches" fail to follow traditional patterns.(B-58) School administration-university communication is not always what it might be.(C-2)	• Works in close contact with universities in his area. Preservice and in-service approaches are coordinated. He sees the school-university relationship to be a mutually beneficial one. For the university, the school represents a laboratory for training and experimentation. For the school, the university represents a willing resource for innovative programs and educational change, and a much needed outside evaluator. The teacher developer is interested in trying pilot programs of university-school alliance (e.g., see Appendix C: 3. CPUTE, U. of Illinois, 7. Ford Training and Placement Program, 15. Project EPIC, 6. and 10. N.Y.U. Programs, 11. Martin Luther King Schools). He will use his influence to convince other administration of the need to experiment.
• Interacts with public and community agencies(A-1) but he tends to underestimate their importance and he avoids groups that are too controversial.	• Considers a knowledge of the student and his environment to be the first requisite for teaching disadvantaged children. He knows and develops working relationships with allies serving similar and complementary ends – the churches, social source agencies, law enforcement, civic and fraternal groups which deal with the same population.(B-181) (The local branch of the United Appeal or United Fund e.g., Community Chest, United Community Council generally publishes an annotated Directory of Social Services which would be one useful source of community contacts.) He knows and develops working relationships with those community groups which may not necessarily be allies of the school system. He

Typical	Desirable
The teacher-development decision maker	The teacher-development decision maker
	realizes that education cannot be solved in isolation from other problems. (D-21)
• Often interacts with professional organizations. (A-1)	• Recognizes that professional organizations – e.g., Association for Educational Communication and Technology or American Educational Research Association – can be excellent sources of information.
• Is in contact with some private and public educational information centers. Frequently, however, he is not familiar with other information centers in the same area. (D-3)	• Makes extensive use of public and private educational information centers in his area and across the country. He possesses resource materials that will help him utilize various centers when needed, such as: "Regional Educational Laboratories" U. S. Government Printing Office (1968) O-307-517, U. S. O. E., Bureau of Research. Mager, R. F. & Pipe, P., "Teacher Training Projects of the Regional Education Laboratories" (B-126) (a cross-institutional assessment of developments in the area of teacher training). Directory of Educational Information Centers, OE-12041, U. S. Government Printing Office, Washington (1969). See the following sample entry.

Typical	Desirable
The teacher-development decision maker	The teacher-development decision maker

Sample Entry

Tenafly, New Jersey
THE LEARNING CENTER P. D. Q. (PROJECT DEVELOPING QUALITY)

400 Tenafly Road
Tenafly, New Jersey 07670
William W. Parmer, Director
Phone: 201-568-6134
Established: 1966
Project Number: 66-85

Sponsor

New Jersey State Department of Education and Tenafly Public Schools

Services

Produces videotapes of creative, innovative teaching — learning techniques; provides demonstration area, one-way mirror for viewing from observation deck seating 140 people. Publishes newsletters, reports, and current announcements. Offers direct loan, advisory, consulting, referral, and videotape reproduction services. Publications and services are free to all users. Free loan of videotapes and equipment (UTR and multi-media).

Users

Bergen County and northeast New Jersey.

Holdings

The Center has some ERIC publications; some books, periodicals, reports, reference volumes, reprints of journal articles, and videotape catalogues. Over 140 videotapes currently available in the areas of narcotics abuse, sex education, linguistics, handicapped children, foreign languages, and Suzuki violin for pre-school children.

- Has considered the use of private contracting agencies that may contribute to his work. For example: (D-12)

Lincoln Filene Center for Citizenship and Public Affairs
Tufts University
Medford, Mass.

Dr. John Gibson, Director

Mr. Major Morris

Typical	Desirable
The teacher-development decision maker	**The teacher-development decision maker** Funding. Contract research. Control. Tufts University. Objectives. The solving of educational and other problems in the field of public affairs. Methods. e. g., One method: the development and evaluation of new curriculum materials for the classroom. Another, the provision of consultant aide on a variety of problems. T. D. Activities. In-service procedures are developed to parallel the introduction of new curriculum materials, e. g., Law in the Social Studies; Seminar on Intergroup Relations. Evaluation. Pre- and postaudits are included as part of the in-service activities.
• Interacts with training material producers. (A-1)	• Consistently interacts with training material producers, and arranges for local experimentation and evaluation with some of the more promising materials.

Examples Within the Range

Two persistent ideas can be singled out from the targets and strategies presented: one is the use of an outside evaluator of the school system and the second is the development of the teacher-development decision maker as a professional leader.

The use of outside resources in problem identification and solution seems to be a necessary resource to a well-functioning school system. Various groups may take up this function at different times or simultaneously- the community, the university, the consultant, the contracting firm. In a project such as the Woodlawn Experimental Schools Project in Chicago,(D-21) the school administrators must be responsive to the Woodlawn Community Board which consists of ten members of the community, four members from the University of Chicago, and seven members from the Board of Education (including teachers).

Project EPIC in Roxbury, Massachusetts,(D-15) is another model for community-school-university (Boston University) alliance. The Community Educational Council in Roxbury selects local participants to be trained to work in Roxbury schools. The project is housed in the Roxbury community-present and listening.

New York University was invited by Parents Advisory Committees in Harlem and six Atlanta inner-city areas to aid in increasing the effectiveness of local education (Follow-Through Project: Atlanta and New York).(D-6) The project, therefore, has a committment to community involvement and works with existing community agencies. New York University employs a variety of consultants and specialists (subject area, human relations, behavior control) each of whom visit each school once a month. (Note: the consultants have no connection with the hiring or firing of teachers.)

The work of Teachers,Incorporated is another example of a school system's use of an outside problem solving agent.(D-19) Teachers, Incorporated, a small, non-profit, teacher training organization, was contracted by the Two Bridges Governing Board on the Lower Side of Manhattan to start a project in the area schools. Teachers, Inc., teachers receive summer preservice training with weekly follow-up during the year as they are employed by Chinatown schools. Other in-service support is more informal-sharing storefront facilities of a lounge, library, new teaching materials, typists, mimeograph machines with others doing similar work.

One other contracting firm is mentioned to illustrate the value of outside evaluation. The Educational Planning Center in Roxbury, Massachusetts, one of the Title III Centers, keeps a close watch on the events in local schools in order to foresee potential problems.(D-5) The Center has been instrumental in helping a floundering principal initially to want to change and, finally, to restructure his school into clusters of teachers and pupils called "mini-schools". Teacher morale, teacher attendance, pupil attendance, and student and community involvement were shown to improve as a result.

The second persistent idea in this resource section has to do with the emergence of the teacher-development decision maker as a professional leader. As the teacher-development administrator places priority on the improvement of classroom teaching, his attitudes toward the resources around him will undergo a transformation. He will seek out new ideas and methods and be willing to experiment. He will not stifle faculty involvement and enthusiasm. He will attempt to coordinate a great variety of resources in order to utilize them in teacher education.

The Louisville public school system is a good example of an attempt to start this process in action.(D-13) There, one finds a commitment at the administrative level to the humanization of learning, accompanied by a constant search for new ideas and methods of evaluation. A number of the Louisville schools have become pilot schools for 1970-71 in Project Focus and Project Impact. Opportunities for staff involvement have been given special emphasis as a result of decentralization of the administration and schools, team teaching, and funding of innovative programs throughout the system (Project Transition). The administrator, through his actions and attitudes has become a professional leader and facilitator for the school system.

Self-Appraisal - My Use of Resources

The following chart may aid you, the teacher-development administrator, to examine your use of resources. Mark (X) the appropriate column for each listed entry. The chart is merely an inventory on which you may record your resource utilization.

	Very Often	Sometimes	Seldom	Never
My time is filled with administrative details.				
I am concerned with improving classroom procedures.				
I am an information gatherer and utilizer.				
I pursue my interest in educational research.				
I have a concern for new ideas in education.				
I convey to others my interest in new ideas.				
I am committed to research as a systematic inquiry verified knowledge.				
I am comfortable with inductive thinking and the use of hypotheses.				
I examine and keep current with the educational literature.				
I use the survey method when appropriate.				
I am aware of teacher's responses to this method.				
I test hypotheses via controlled experimentation.				
I use educational consultants.				
I am getting the best use possible of consultants.				
I have considered the use of an advisory committee.				
I have used an advisory committee.				
I maintain an information file.				

	Very Often	Sometimes	Seldom	Never
My principals and teachers use this file.				
I am familiar with major funding agencies.				
I use alternate techniques for funding - e.g., teacher tuition, local consultants.				
I listen to students.				
I involve students in in-service activities.				
I plan with teachers.				
I listen to teachers.				
I listen to community members.				
I feel that what community members suggest is important.				
I work with other teacher development administrators.				
I work with surrounding universities.				
I encourage the use of my schools as a laboratory for the university.				
I am overseeing one or more pilot programs.				
I work with community groups serving complementary ends.				
I work with community groups which are not my allies.				
I belong to the AECT or AERA.				
I make use of educational information centers in my area.				
I make use of other educational information centers.				
I am familiar with educational contracting agencies in my area and across the country.				
I interact with training materials producers.				
I arrange for local testing of promising new materials.				
I have arranged for some type of outside evaluation of my programs.				

	Very Often	Sometimes	Seldom	Never
I seek out new ideas and methods.				
I am willing to experiment.				
I try to nourish facility involvement and enthusiasm.				
I attempt to coordinate a variety of resources.				

Undoubtedly there are resources you have used or do use that are not on this list. Include them below and indicate the extent of their uses.

APPENDICES

APPENDICES

These appendices contain the information which was used as a basis for the content of this Guide. The first five appendices describe the major methods of data collection employed for this study. They present information of two types: (1) methodological information and (2) results information. The last two appendices present additional information which will be useful in your work.

Appendix Contents

A. Urban Teacher Development Questionnaire

B. Review of the Literature; An Annotated Bibliography

C. Advisory Conferences

D. Visits to Ongoing Projects

E. Letter Requests

F. Techniques for Review of the Literature

G. Use of the Consultant; A Checklist

Lettered and numbered references appear in parentheses throughout the Guide. The letters used correspond to appendix labels and the numbers represent sequenced entries within the lettered appendix.

APPENDIX A

URBAN TEACHER DEVELOPMENT QUESTIONNAIRE

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APPENDIX A

URBAN TEACHER DEVELOPMENT QUESTIONNAIRE

Appendix A, which describes the Urban Teacher Development Questionnaire, is organized into five main sections. The first section briefly summarizes the methodology employed and the results obtained. If more detail is required, the reader should go on to Section II which presents general background information on the purpose of the questionnaire and describes the methodology more thoroughly. Section III presents the characteristics of the respondents, while Section IV relates results from the various content areas investigated by the questionnaire. The major findings and conclusions are presented in Section V. A copy of the questionnaire form follows the last section.

The notations in the margins of the following pages coincide with the section, part, and/or item numbers on the questionnaire. B:4 refers to Section B, Question 4. D:III-2 refers to Section D, Part III, Question 2.

Within the body of the final report, several references are made to Appendix A. These references deal specifically with Section IV, Questionnaire Content, of Appendix A. A glance at the outline of this appendix will aid you in determining the specific topic area concerned and the page on which it is found. For example, if a reference in the text is A-1, this means that you should turn to Appendix A and Topic 1 under Questionnaire Content, which is Role of In-Service Administrator. This topic is found on page A-20 of the appendix. A reference of A-4 indicates that you should turn to Appendix A and Topic 4 under Questionnaire Content. This topic is Establishing Training Needs and can be found on page A-44.

I. SUMMARY

The Urban Teacher Development Questionnaire* was one of several means used in the project "Training Teachers for the Inner City" to obtain descriptive information on in-service teacher programs currently in use in large school districts. The questionnaire was designed to obtain information on (1) the role the in-service administrator plays in the educational change process, (2) the planning information required for developing in-service training programs, (3) the operational constraints involved in conducting in-service teacher training, and (4) the inner-city teacher training needs as perceived by the in-service administrator.

The questionnaire items were developed with the help of urban consultants, former teachers, and Battelle-Columbus staff members who are knowledgeable in the area of questionnaire construction. Most of the items were of the short response or check list type, although one section required longer written responses.

The Urban Teacher Development Questionnaire was sent to school districts in the 136 cities which had at least a 90,000 population at the 1960 census. A packet of materials, including a letter to the superintendent, a letter to the in-service administrator, two copies of the questionnaire, and a stamped, self-addressed envelope was routed through the office of the local superintendent. After approximately three weeks, calls were made to districts that had not yet responded to determine if the packet had been received and, if so, if a copy of the questionnaire would be returned to Battelle. A second packet was sent to districts which had not yet received the first one.

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* A copy is attached to this Appendix.

As questionnaires were returned they were edited, and categories were established for open-ended responses. Responses were coded, keypunched, and processed by computer. Results of the survey are expressed as descriptive statistics. Approximately 45 percent of the forms were returned in usable form.

The following pages summarize the data gathered from the questionnaire with regard to the characteristics of respondents, the role of the in-service administrator, factors to be considered in planning the in-service program, needs assessment methods, and content of the training program. Conditions or situations mentioned first for each numbered item are to be considered the most frequently mentioned, while subsequently mentioned conditions were reported by fewer districts. In cases where numerous responses were given, particularly for open-ended questions, only those reported by at least six districts are mentioned in the summary.

Characteristics of Respondents

The characteristics of the 64 respondents are summarized below:

(1) Respondents to the questionnaire generally held the postion of assistant superintendent or of head (director, coordinator, supervisor) of the in-service or extended education department. Other positions less often mentioned were: director of personnel or staff development, and directors of instruction or of research and development.

(2) Most respondents had held their current position for less than four years, although their experience as educators was, on the average, 22 years.

(3) The previous position of the respondents was most frequently that of principal or assistant director of personnel, education, curriculum, or instruction. Less often mentioned were supervisor or assistant supervisor, teacher, coordinator of staff or program, and university related occupations.

(4) The level of education attained by the respondents was, in all but one case, at least a Master's Degree.

(5) The size of the responding school districts varied from student populations of 14,000 to 1,100,000 with a median of 47,000 pupils. Relatedly, the number of teachers employed by these districts ranged from 700 to 60,000 with the median 2400.

Role of In-Service Administrator

Data relating to the role of the in-service administrator are summarized in the following statements.

(1) Administrators responsible for in-service teacher training perform a variety of functions in their school district. It appears that in most cases, no clear cut job description exists for in-service administrator. This may be accounted for by the fact that 75 percent of the programs were headed

by an administrator whose primary responsibility was not one of in-service teacher training.

(2) Eighty percent of the respondents do not devote full time to administering in-service training. Fifty percent spent one-fourth time or less in this activity.

(3) From the functions performed by respondents, the in-service administrator is or could be an important agent for educational change.

(4) While about 3/4 of the responding administrators indicated that they felt adequately prepared to deal with educational change, several suggested that sessions designed to disseminate information about educational change and to give training in specific skills would be beneficial. Training most often mentioned were gaining knowledge in current innovations and trends and how to bring about change.

(5) As persons experienced with educational changes, in-service administrators listed a number of cautions that should be observed when introducing changes, such as securing cooperation, establishing a need for change, and piloting the project first.

Factors in Program Planning

Several items on the questionnaire were designed to describe the existing in-service teacher training programs with regard to time-related

factors, grouping of participants, teacher motivation, instructors, methods used, funding, and constraints. The following paragraphs summarize the data obtained on existing programs.

(1) It is more likely that a topic presented during in-service training will be discussed at one session only, or for a few consecutive sessions. It is much less likely that a topic will be presented for a whole semester or a year.

(2) In-service sessions are more likely to be held after the regular school day or during release time for teachers. Conference days, vacation days, and Saturdays are less likely to be used, while sessions during holidays and evenings are relatively rare.

(3) The length of an in-service session is most likely to be about two hours. Less frequently found are progams lasting half a day or an entire day in length.

(4) Almost half the responding districts hold in-service sessions on a monthly basis. Fewer present programs on a less frequent schedule. Almost half have programs in the summer.

(5) A number of methods are used to group the participants for in-service training. Most frequently used are: subject area, grade level, school building, and individual needs.

(6) In-service administrators indicated that the optimal number of participants in a session (depending on type of program, of course) should be at least 16.

This number may be the minimum which will allow the administrator to best utilize available resources.

(7) The two most frequently mentioned factors for determining optimal group size are: nature of program or method of instruction, and resources and space available.

(8) In almost half the school districts, attendance at in-service programs is not compulsory; in about one-third it is; in the remaining districts, programs are compulsory sometimes or for certain teachers

(9) In almost two-thirds of the school districts some kind of merit credit is given for in-service participation.

(10) Each school district uses a number of persons as instructors or trainers. Those persons most frequently mentioned include outside consultants, school principals heads, teachers, and AV or IM Coordinators.

(11) Several methods of presenting in-service programs are used by each school district. Demonstration of methods, discussion groups, demonstration of materials and equipment, and lecture are the most frequently used, while role playing, problem solving, and case study are less often utilized. Methods requiring much expertise and/or time are least likely to be used.

(12) The most frequent sources of funding for in-service programs are locally budgeted funds and federal title

funds. Used somewhat less often are state funds. Tuition paid by teachers is a source in less than half the school districts.

(13) While a number of constraints may be encountered by a school district's in-service program, the most frequently mentioned relate to lack of funding for personnel, materials, and equipment, and to lack of time to plan and hold sessions.

Needs Assessment Method

Earlier in the questionnaire, respondents indicated that the assessment of teacher training needs was considerd to be "of very great importance" as a specific part of their job as an in-service administrator. The following paragraphs summarize elements of the needs assessment method which administrators might use, including: persons used as sources of information in determining training needs, communications methods used to gather such information, and the type of information that must be gathered to effectively assess training needs.

(1) As sources of information on training needs, teachers and other administrators within the district are most frequently used. Other in-service administrators, educational consultants, and college or university personnel are utilized by somewhat few districts. Pupil personnel, such as nurses and counselors, and community members were used by three fourths of the responding districts and students were a source of information in only half the cases.

(2) In rating the importance of the various sources of information, teachers alone received a median rating of "very great importance". Those rated as "of fairly great importance" were closely connected with the school, and included: other administrators within the district, other in-service administrators, pupil personnel, and students. Persons outside the actual school structure, i.e., educational consultants, university and college personnel, and community members, were rated as being "of moderate importance".

(3) Most of the school districts use a variety of communication methods to assess teacher training needs. Meetings at the administrative, departmental, and teacher staff level are all used frequently, as are questionnaires. Other means utilized include informal personal contact, use of professional literature, and individual teacher interviews.

(4) The median importance rating for all but one method was "of fairly great importance". Professional literature was rated as being "of moderate importance".

(5) The types of information collected about teachers as part of assessing their needs are more likely to describe large numbers of teachers rather than individual teachers; that is, administrators appear to analyze general information about most teachers, or depend on teachers as a group to express needs rather to individually analyze the needs of each teacher.

(6) A previous item showed that only 50 percent of the responding districts used students as source of information while planning teacher training sessions, yet students were rated overall as being "of fairly great importance". Frequently mentioned types of information that is or should be collected about students include achievement data, interests, their evaluation of the program their expectations and goals, and perception of teachers.

(7) Information that should be collected from the community to assist in the determination of teacher training needs include: community perceptions of the school programs and curricula, and the characteristics (economic, educational, and cultural) of the community, current concerns, and resources.

(8) The two most frequently used for deciding training need priorities are the expressed requests of teachers, administrators, and others, and available resources.

Content of Training Programs

The following paragraphs summarize the data collected with regard to the content of teacher in-service progams.

(1) Nearly all responding districts included orientation as part of in-service training, most included leadership development, and about half provided

training areas related to on the job function (e.g., human communication, technical writing, speaking, etc.).

(2) The content areas most frequently included in in-service training programs in the responding districts last year (1960-70) were methods and materials related to specific subject areas and human relations.

(3) Methods and materials information related to specific subject areas and human relations will be the most frequent topic of in-service sessions in the responding districts during the next school year (1970-71). A great many more districts will offer programs on minority groups than had previously.

(4) The type of program most frequently requested by teachers is methods and materials for their particular subject or grade areas.

(5) Training in the area of teacher attitude and the disadvantaged child is most often supplied through human relations programs. Also used to provide information in this area are title programs, sessions on cultural, psychological and sociological characteristics of the disadvantaged child, and courses on how to teach the inner city and disadvantaged child.

(6) In approximately two-thirds of the responding districts, the content, method, or emphasis of the program for inner-city teachers was different than that offered

non-inner-city teachers. The greatest difference was in emphasizing the unique characteristics, needs, and subsequent problems of the inner city student and his community, and how to deal with them. Also emphasized more in the inner city program were human relations, basic skills and/or remedial work, and title funded programs.

II. GENERAL INFORMATION

General description of project

A. The project, "Training Teachers for the Inner City", was conducted to establish a comprehensive set of guidelines for the development of in-service training programs for large metropolitan school districts, particularly in regard to inner city schools. A number of sources were used to gather background information on in-service training, describe programs currently in use in large school districts, and formulate the components of the guidelines. These include the use of urban consultants, an advisory committee comprised of in-service administrators, a review of pertinent literature, visits to current in-service programs, and use of the Urban Teacher Development Questionnaire. The following pages are devoted to describing and reporting the results of the questionnaire.

Purpose of the questionnaire

The questionnaire was designed to obtain the following types of descriptive information:

- The role the in-service administrator plays in the educational change process;
- The planning information required for developing in-service training programs;
- The operational constraints involved in conducting in-service teacher training;
- The inner city teacher training needs as perceived by the in-service administrator.

Methodology of questionnaire development

B. It was obvious from information gathered from our consultants and former teachers that a number of different situations and conditions were possible for each of the four topics mentioned above, and that several situations rather than

only one would probably be found in each district. Consequently, the experiences of the consultants, former teachers, and others familiar with school operations were utilized in designing the questionnaire. These persons suggested important items which should be included, as well as likely alternative responses which might be given. An attempt was made to ask as many short response or check list items as possible to encourage potential respondents to complete all items. A number of open-ended items were included, however, in connection with one section.

Because of the length of the questionnaire, a two column per page format was adopted. Also, the print size was reduced by 15 percent to allow more items per page. Items were printed on both sides of each page. Before final copies of the questionnaire were produced, Battelle staff members who had background experience with questionnaire development were asked to comment on the items and format and to suggest necessary changes.

Concurrent with the questionnaire development was the determination of cities to which the instrument would be sent. Because the project was mainly concerned with in-service programs in large metropolitan areas, all cities with a population of at least 90,000 at the 1960 census were included on the mailing list.

One major problem associated with the mailing was related to determining the names and addresses of persons who were to complete the form. To the knowledge of the project staff, there exists no listing of administrators in charge of in-service training. In addition, the in-service function may be performed by any one of a number of school offices. Consequently, the Battelle staff decided to route a packet of materials through the office of each local superintendent. The packet contained two letters, two copies of the instrument, and a self-addressed stamped envelope for the return of the form. One letter, addressed to the superintendent, briefly described the project and requested his

cooperation in sending the remaining materials to the appropriate administrator. A second letter, directed to the in-service administrator, also explained the project and asked his/her cooperation in filling out one copy of the questionnaire. The second reference copy was to be retained in the administrator's files. The purpose of the file copy was for comparison with overall study results which would be made available to all respondents. In total, 136 questionnaires were mailed to urban school districts.

Approximately three to five weeks after the questionnaire materials were mailed to the school districts, phone calls were made from Battelle staff members to those districts which had not yet responded. Callers asked to speak either with the superintendent of the administrator in charge of in-service training* and inquired whether or not the materials had been received. If not received, and the school administrator showed any inclination to cooperate with us, the caller indicated that another packet would be sent. If the packet had been received, inquiries were made regarding the return of the questionnaire. Names and addressess of all administrators who were called were recorded.

As questionnaires were returned, they were edited, and categories were established for open-ended responses. Responses were then transferred to coding sheets, keypunched, and readied for computer processing. Approximately 45 percent of the forms were returned in usable form.

As soon as preliminary results were available, they were sent along with a thank you letter to the respondents.

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* The request to speak to the administrator in charge of in-service teacher training was often a source of confusion at the local Boards of Education. Many times the caller was referred to the wrong office, or transferred through several offices. Also, some districts indicated that no program existed for in-service training, yet questionnaire forms were later returned by someone in the district.

III. CHARACTERISTICS OF THE RESPONDENTS

Position of Respondents (cover sheet)

A. Data from the responding school districts indicated that a number of different administrative positions are responsible for in-service training. One-fourth of the 64 districts returning questionnaires employed a person directly responsible for in-service or extended education. In over one-third of the districts, however, in-service administration is considered to be within the realm of the duties performed by an assistant superintendent. Directors of elementary of secondary education administered the program in 14 percent of the districts, while directors of personnel or staff development accounted for 12 percent of the in-service administrators. In the remaining districts, directors of instruction or of research and development, superintendents, or others were in charge of the program. Figure A-1 below illustrates the above information.

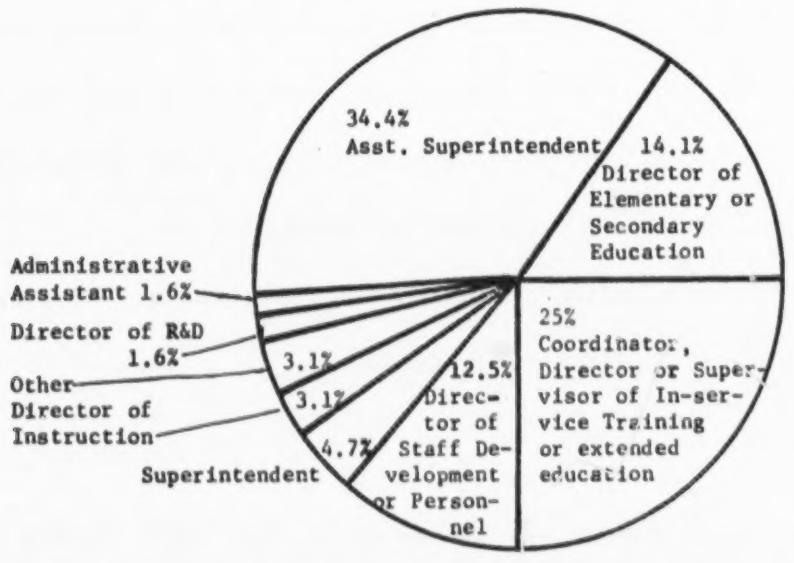

FIGURE A-1. POSITION RESPONSIBLE FOR IN-SERVICE TRAINING IN 64 SCHOOL DISTRICTS SURVEYED

B. Data indicated that the respondents had held their current position for a relatively short period of time (Mean = 3.7, S.D. = 3.7 years). The range of experience in the current position extended from approximately two weeks to 21 years.

Years in present position (cover sheet)

C. The respondents, on the whole, had a number of years of experience as educators (Mean = 22.3 years, S.D. = 8.7 years). The least amount of experience was 7 years and the most was 42 years.

Years as an educator (cover sheet)

D. The last position held by the respondent was most often that of a principal or assistant principal (28.1 percent), or a director or assistant director of personnel, education, or curriculum (23.4 percent). Other positions represented in order of their frequency were supervisor or assistant supervisor (10.9 percent), teacher (7.8 percent), coordinator (7.8 percent), university related occupation (6.3 percent), director of research (3.1 percent), and administrative assistant (3.1 percent). Nine percent were from positions other than those noted above. The above information is illustrated graphically in Figure A-2 on the next page.

Last position of respondents (cover sheet)

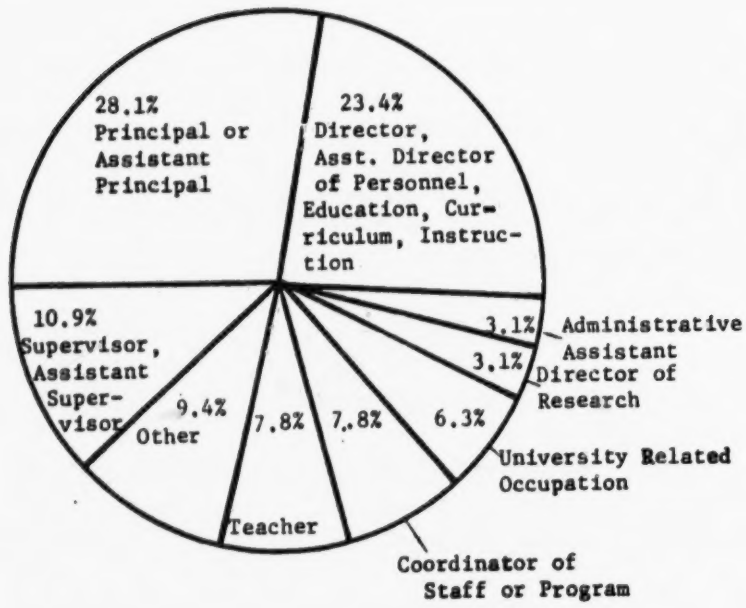

FIGURE A-2. LAST POSITION HELD BY 64 RESPONDING IN-SERVICE ADMINISTRATORS

E. The level of education attained by the respondents was, in all but one case, at least a Master's Degree. One individual held both the Ed.D., and the Ph.D. Figure A-3 below illustrates the data related to educational levels attained.

Education of respondents (cover sheet)

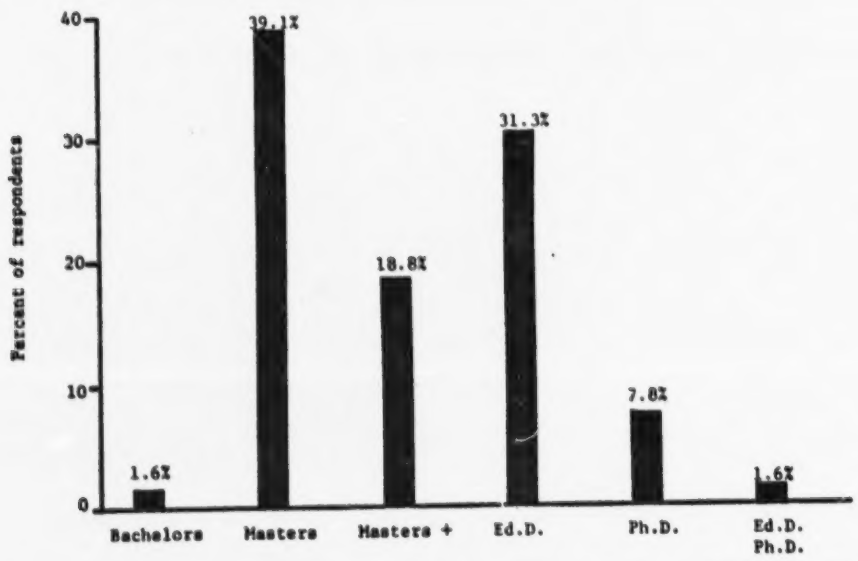

FIGURE A-3. LEVEL OF EDUCATION ATTAINED BY THE 64 RESPONDING ADMINISTRATORS

F. The responding school districts varied considerably in size. Student populations ranged from 14,000 to 1,100,000 with a median of 47,000 pupils. Figure A-4 below graphically illustrates the data on district size.

Size of responding school district (cover sheet)

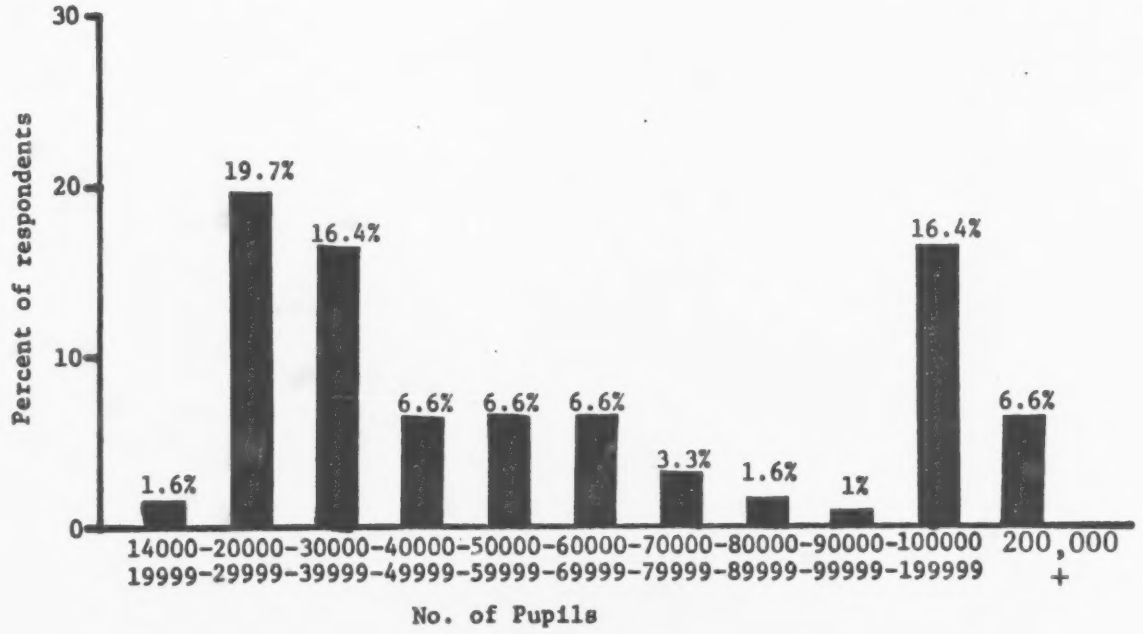

FIGURE A-4. STUDENT POPULATION OF RESPONDING SCHOOL DISTRICTS

The number of teachers employed within the responding districts ranged from 700 to 60,000 with a median of 2,400.

IV. QUESTIONNAIRE CONTENT

Topic 1. Role of the In-Service Administrator

A. Most administrators in charge of in-service training do not devote full time to those duties. This is illustrated in Figure A-5.

Time devoted to in-service activities (B:2)

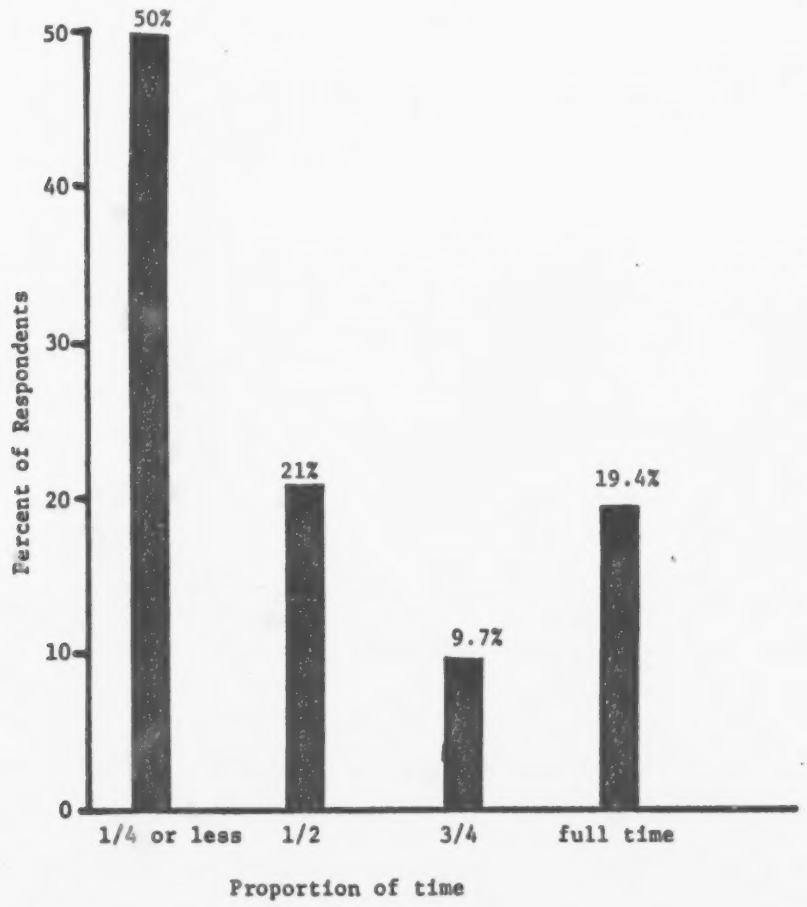

FIGURE A-5. WORKING TIME ALLOCATED FOR ORGANIZATION, ADMINISTRATION, AND DIRECTION OF IN-SERVICE TRAINING.

Nearly half of the respondents spent one-fourth of their time or less dealing with in-service matters. The reason for this may be due to the positions held by the respondents. An assistant superintendent, curriculum director, or anyone other than the head of a special in-service section, has more immediate responsibilities and duties. Consequently, it would seem that for persons in such positions the in-service function is relegated to a position of secondary

or tertiary importance.

B. Section A of the questionnaire attempted to define the various functions which are performed by the in-service administrators. The questionnarie listed possible functions and respondents were asked to check whether of not they performed the functions listed. They also were to rate the importance of each function as it related to administering a high quality in-service teacher training program. The rating scale for importance is as follows: 0 = "not at all important"; 1 = "of slight importance"; 2 = "of moderate importance"; 3 = "of fairly great importance"; and 4 = "of very great importance". Table A-1 summarizes the data pertaining to duties of the in-service administrator.

Duties of in-service administrators (A:I, II)

TABLE A-1. DUTIES PERFORMED BY 64 RESPONDING IN-SERVICE ADMINISTRATORS AND IMPORTANCE RATINGS OF EACH DUTY

	Frequency Performed (Percent)			Importance (Percent Per Category)						
	Yes	No	N.R.*	0	1	2	3	4	N.R.*	Mdn.**
1. Encourage, assist experimental and innovative projects	98.4	1.6	0	0	1.6	1.6	26.6	70.3	0	4
2. Maintain ties with sources to receive information on newest methods, procedures, etc., for in-service	98.4	1.6	0	0	0	7.8	40.6	46.0	4.7	4
3. Be aware of innovations and changes in education	96.9	3.1	0	0	1.6	0	26.6	71.9	0	4
4. Interact with university, colleges during in-service training, design, and development	96.9	3.1	0	0	3.1	14.1	43.8	39.1	0	3

TABLE A-1 (Continued)

	Frequency Performed (Percent)			Importance (Percent Per Category)						
	Yes	No	N.R.*	0	1	2	3	4	N.R.*	Mdn.**
5. Interact with professional organizations	95.3	4.7	0	0	7.8	4.7	39.1	34.4	14.1	3
6. Inform district personnel of your office's functions	93.8	4.7	1.6	0	4.7	20.3	21.9	51.6	1.6	4
7. Interact with state department of education	93.8	6.4	0	0	6.3	21.9	31.3	40.6	0	3
8. Assess training needs of training population	92.2	6.3	1.6	0	1.6	3.1	10.9	81.3	3.1	4
9. Maintain files of materials appropriate for in-service training program	90.6	7.8	1.6	0	4.7	14.1	56.3	21.9	3.1	3
10. Consult college, university personnel to improve teacher preservice programs for prospective inner city teachers	89.1	10.9	0	0	4.7	9.4	31.3	54.7	0	3
11. Interact with local government agencies	84.4	14.1	1.6	3.1	12.5	26.6	43.8	12.5	1.6	3
12. Interact with training materials producers	84.4	15.6	0	1.6	17.2	25.0	42.2	14.1	0	3
13. Maintain information files of individuals, agencies available to give in-service training programs	78.1	18.8	3.1	0	3.1	21.9	53.1	20.3	1.6	3
14. Interact with publishers	76.6	23.4	0	4.7	17.2	23.0	35.9	6.3	0	2
15. Interact with USOE	73.4	25.0	1.6	3.1	17.2	31.3	29.7	18.8	0	2
16. Interact with equipment manufacturers	71.9	28.1	0	6.3	20.3	37.5	26.6	6.3	3.1	2
17. Interact with other agencies***	70.3	4.7	25.0	4.7	7.8	21.9	25.0	20.3	20.3	3

TABLE A-1. (Continued)

	Frequency Performed (Percent)			Importance (Percent Per Category)						
	Yes	No	N.R.*	0	1	2	3	4	N.R.*	Mdn.**
18. Maintain information on current innovative practices and materials for teacher requests	67.2	31.3	1.6	0	6.3	18.8	43.8	31.3	0	3
19. Evaluate each in-service session	67.2	31.3	1.6	1.6	6.3	9.4	28.1	51.6	3.1	4
20. Provide and instructional design for each in-service design	53.1	42.2	4.7	1.6	3.1	17.2	37.5	37.5	3.1	3

* N.R. = no reply.

** Median of those responding.

*** Other public agencies and frequency with which they were mentioned (in absolute numbers) include: (1) health or mental health organization (10); (2) local community action groups (9); (3) Chambers of Commerce (4); (5) welfare agencies or organization (4); (6) Model Cities,(4); (7) cultural centers (3); (8) NAACP, Urban League, library, human relations groups, and advisory councils (each mentioned twice); and (9) other (19).

In-service administrators frequently perform other functions in addition to those listed by the questionnaire. The table below shows the additional duties which were written in by respondents and the frequency with which they were mentioned.

TABLE A-2. ADDITIONAL DUTIES PERFORMED BY SOME RESPONDING IN-SERVICE ADMINISTRATORS

Work with other school personnel to determine training needs and plan programs	6
Assist in curriculum development	6
Supervise professional growth programs for staff, including sabbatical leaves, educational travel, etc.	5
Evaluation	4
Initiate, assist, implement innovative approaches, educational change	4
Supervise leadership development	3
Interact in community relations capacity	3
Assign, supervise student teachers	3
Give orientation sessions	3

Other additional duties mentioned by other respondents were: speaking functions, contracting for in-service programs with organizations and individuals, writing proposals, interacting with teacher groups and unions, editing and publishing in-service materials, conducting in-service sessions, selecting and evaluating textbooks, administering federal funds, and administering EPDA funds. Some districts administrators set up specific course offerings, assist in the formulation of educational goals, prepare budgets, plan staff development, and operate ETV equipment.

In-service Administrator as a Change Agent

C. From the results of Items 1, 2, 3, 4, 10, and 18 in Table A-1 above, it is evident that the administrator in charge of in-service teacher training can be considered an important agent for educational change. The respondents were

asked if they felt adequately prepared to deal with educational change. Forty-seven of the 61 who answered the item indicated that they did. Recognizing that new information and training is beneficial to even the most experienced persons, an open-ended question asked the administrators what training would benefit them in more effectively dealing with educational change. Table A-3 below summarizes the responses received.

(Preparation for change; B:4)

(Training beneficial for educational change, C:16)

TABLE A-3. TYPES OF TRAINING WHICH IN-SERVICE ADMINISTRATORS FELT WOULD BENEFIT THEM IN DEALING WITH EDUCATIONAL CHANGE

Types of Training	f
Information about current educational changes, how to deal with them, how to determine their effect	9
How to effect change, including timing	7
Knowledge of model systems and organizations, and how to package the system	6
Management training	5
Knowledge of available resources	3
Visitation of existing programs	3
Training in problem solving skills	3
Interaction with other professionals at all levels	3
Training to be a trainer	2
Training in group leadership skills	2
Training in how to evaluate programs	2
Training in how to assess training needs	2
Training in human relations	2
Other	3
No reply	17

(Cautions to be observed when introducing educational change; C:15)

While it is important and often desirable that new approaches, programs, materials, and methods be introduced into the school system, certain cautions must be observed by the persons making the introductions to avoid various problems related to morale, acceptance, and willingness of personnel to participate in future projects. The in-service administrators surveyed were asked to draw upon their experiences in the area of educational change to suggest cautions that should be taken into account when introducing innovations and changes into a school system. The following categories summarize the main suggestions given by the respondents.

(1) Secure the cooperation, understanding of teachers and others who will be participating.

(2) Pilot and/or observe the innovation or change before adopting it district-wide.

(3) Establish that the innovation will be reasonable, feasible, and have beneficial results for the district.

(4) Establish a need for the change; avoid fads.

(5) Have resources available to implement the pilot project, and the whole program throughout the district if the pilot is successful and acceptable.

(6) Stress that the innovation is not a panacea.

(7) Establish good communications among administration, participants, community regarding the innovation.

(8) Consider the demands on the time of teachers and administrators in planning and implementing the innovation.

(9) Give the innovation time to work; don't expect overnight acceptance or results.

(10) Evaluate the program and give feedback to participants and interested persons.

Other suggestions made less often by administrators include: using expert advice, giving recognition to participants, using instructors who have used innovative approaches before and who can give practical advice to teachers trying it for the first time, considering the competencies of the teachers involved, and considering the effect of the innovation on the total instructional program.

Topic 2. Planning the Program

Section B of the questionnaire was concerned with the factors which must be taken into account when planning for in-service programs. These, generally, can be divided into seven main topics: (A) time related factors: how much time should be devoted to each topic, when sessions should or can be held, and the length of the session; (B) grouping factors: how, in what number, why; (C) teacher motivation; (D) factors related to the trainer; (E) method to be used; (F) funding; and (G) constraints. The following section summarizes the questionnaire responses which relate to these seven topics. Many school districts use more than one arrangement. Consequently, more than one alternative was frequently checked by the respondents.

A. The amount of time devoted to a particular topic is closely related to the topic which is being presented. Results of the questionnaire, as presented in the graph below, indicate that generally one topic is presented for only one session or for several consecutive sessions. Approximately one-third present a

Time-related factors (length of time per topic; B:19)

topic for an entire school year. A similar percent utilize an entire semester; some of these probably include college course available to teachers.

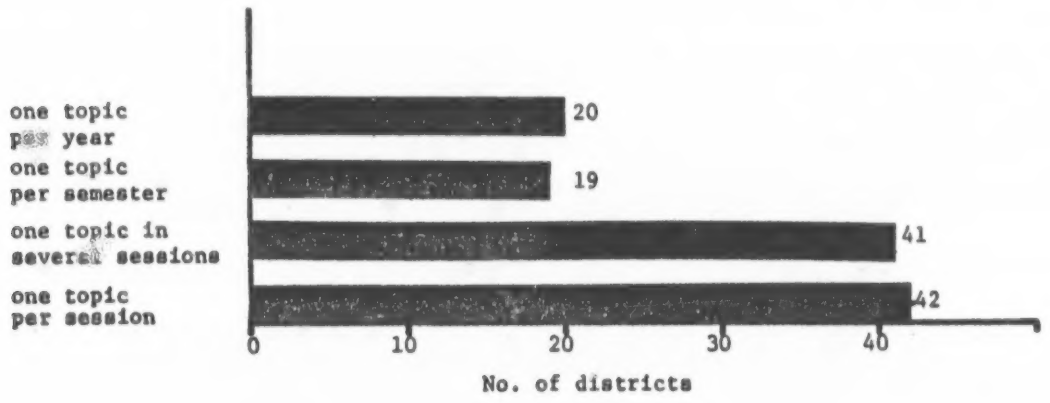

FIGURE A-6. AMOUNT OF TIME DEVOTED TO AN IN-SERVICE TOPIC BY RESPONDING DISTRICTS. (N = 64; more than one alternative could be checked).

The time needed to perform required and extracurricular activities is a constant concern to teachers and administrators alike. Because there are often many demands made upon the time available, the scheduling of in-service sessions is often difficult, inappropriate, or not acceptable to the teachers who are to attend. Most of the responding districts indicated that some sessions were held after the regular school day, a time when many teachers are not as receptive as they might be at other times. Approximately half of the districts have special days or regularly scheduled times throughout the year during which teachers attend in-service programs. Unless the time can be made available during regular school days, it is necessary for sessions to be "squeezed in" whenever possible. The figure below illustrates the arrangements used in the responding districts with regard to scheduling of in-service training sessions.

(When sessions are scheduled; B:11)

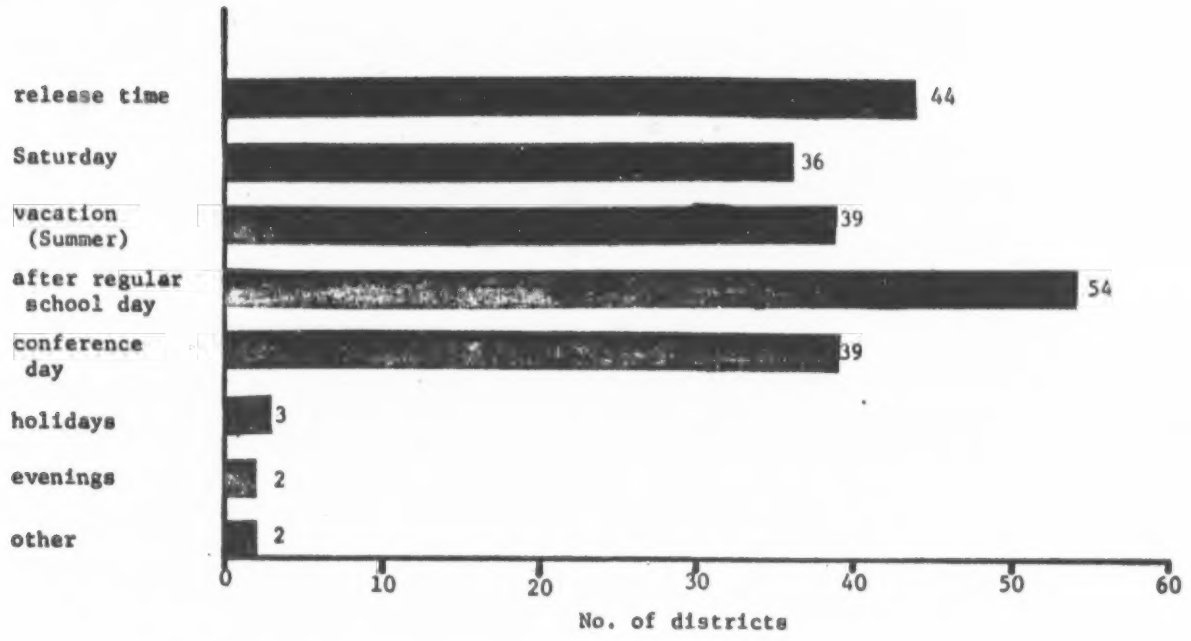

FIGURE A-7. ARRANGEMENTS USED FOR SCHEDULING IN-SERVICE PROGRAMS BY RESPONDING SCHOOL DISTRICTS. (N = 64; more than one alternative could be checked)

(Length of sessions; B:10)

The scheduling arrangements, as mentioned above, are related to the length of each in-service session. After-school meetings or those held on release time might be expected to be only 1 or 2 hours in length, while special conference days and Saturdays allow for longer sessions. As indicated by twelve of the respondents, any time period is possible, depending upon the activity or program. While the questionnaire asked the respondent to indicate the length of a typical session, several alternatives were checked in almost every case, indicating that no one plan is used exclusively in urban districts. Figure A-8 below shows the frequency with which the various session lengths were utilized in the responding districts.

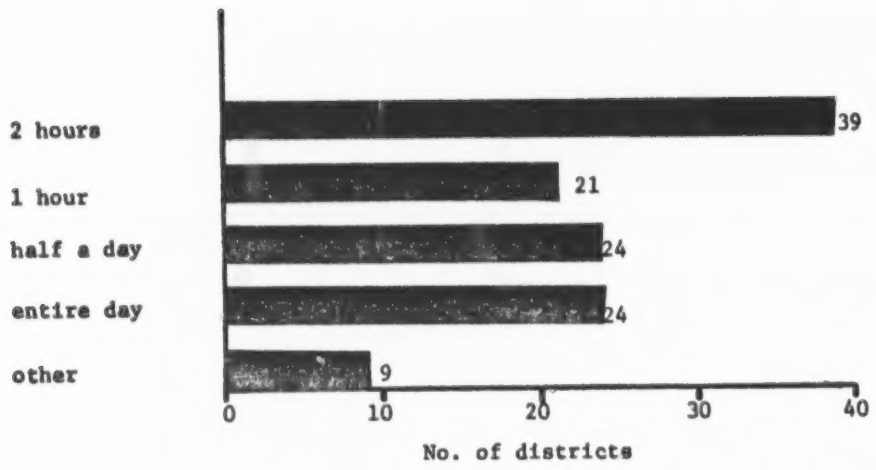

FIGURE A-8. LENGTH OF IN-SERVICE SESSIONS HELD IN RESPONDING SCHOOL DISTRICTS

(Frequency of sessions; B:9)

Another time-related factor which must be considered when planning in-service sessions is the regularity with which the sessions will be held. Almost any arrangement varying from random to rigidly fixed is possible. Of the districts surveyed, almost half had sessions on a monthly basis and/or in the summer. The summer sessions held by some districts fulfill a state requirement that teachers participate in in-service programs for a specified number of days each year. The various arrangements and the frequency with which they are found in the surveyed districts are illustrated in the figure below.

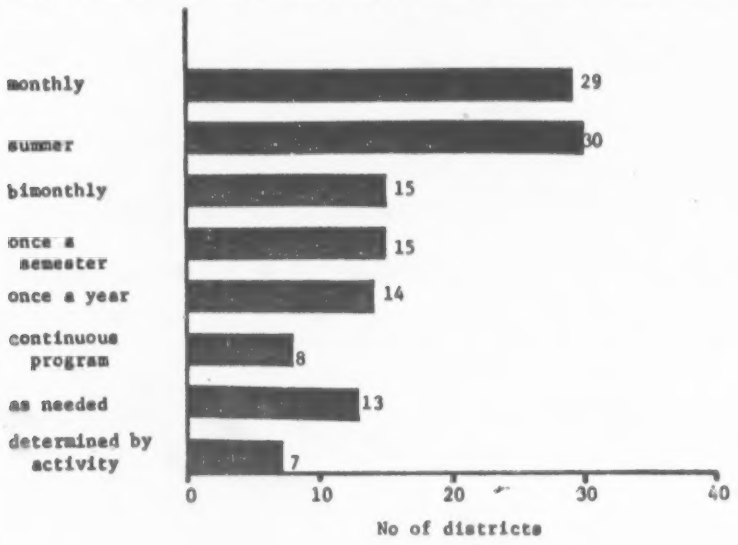

FIGURE C-9. FREQUENCY WITH WHICH IN-SERVICE SESSIONS ARE HELD IN RESPONDING DISTRICTS (N = 64; more than one alternative could be checked)

B. The grouping of teachers for in-service sessions is obviously dependent on several factors, including the objectives of the session, the individual needs of the teachers, and the availability of the participants to attend a meeting. The questionnaire responses indicated that a number of ways are used to group the participants within each school district. The responses and their respective frequency are illustrated in the figure below. (Grouping teachers B:12)

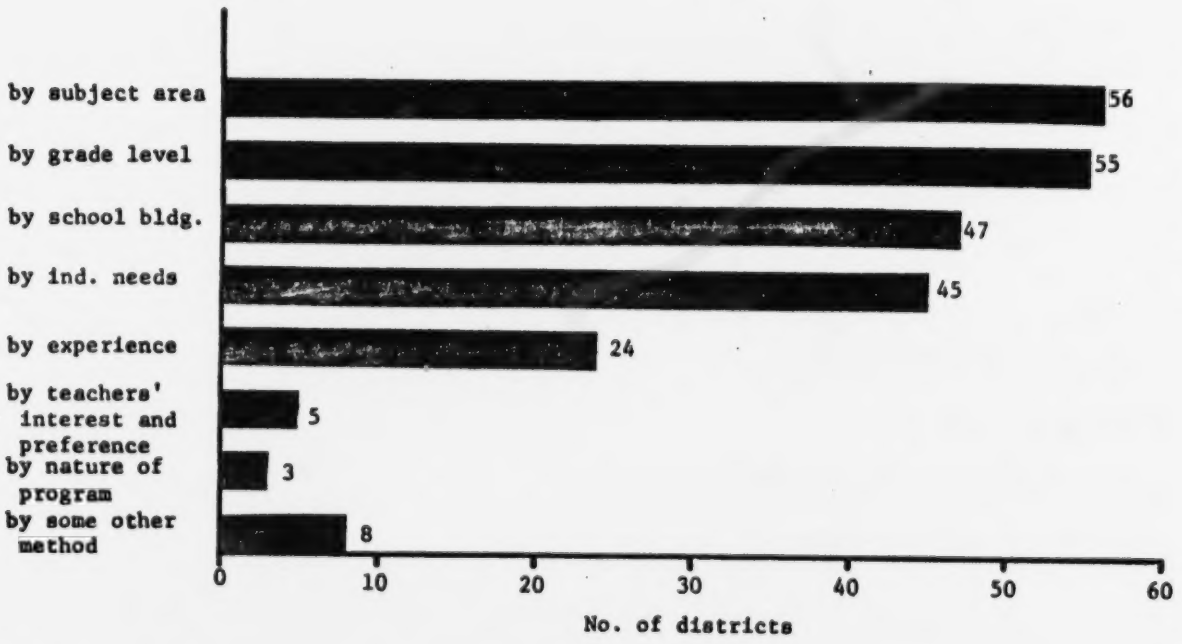

FIGURE C-10. METHOD USED IN 64 RESPONDING SCHOOL DISTRICTS TO GROUP TEACHERS FOR IN-SERVICE SESSIONS

(Optimal group size; B:13)

Another important consideration in grouping participants for in-service sessions is the optimal number that can be effectively handled at one time. The in-service administrators surveyed were asked to indicate the largest number that could be effectively grouped. Seventeen replied that this number depended upon the activity of the program. It is apparent from the data from remaining districts that meetings having at least 16 participants are preferred. Figure A-11 below illustrates the optimal session size as expressed by the surveyed school districts.

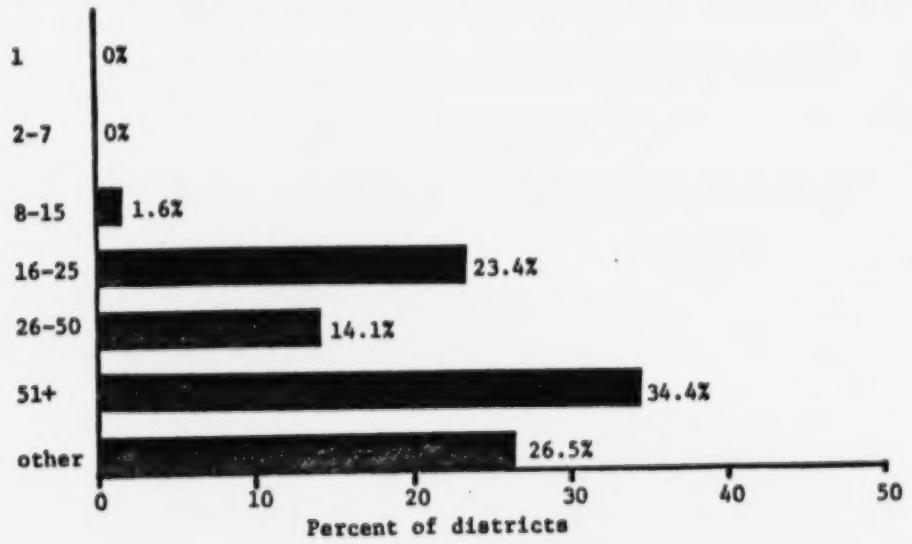

FIGURE A-11. OPTIMAL NUMBER OF PARTICIPANTS FOR IN-SERVICE SESSIONS AS INDICATED BY 64 SCHOOL DISTRICTS SURVEYED

(How optimal group size is decided C:5)

Relatedly, each administrator was asked to list the the factors that were used in his/her district to determine the optimal number of participants for a given training session. The responses were categorized and are shown in the table below.

TABLE A-4 . FACTORS USED IN 64 RESPONDING SCHOOL DISTRICTS TO DETERMINE OPTIMAL NUMBER OF PARTICIPANTS FOR IN-SERVICE SESSIONS

Factors	f
Nature or program or method of instruction	30
Resources and space available	24
Factors related to instructor, including his availability and limits he may set	12
Objectives of the session (e.g., information distribution vs. sensitivity training)	11
Number of requests received or the number needing training	9
Some other method	7
No response	9

Teacher motivation (teacher attendance; B:5)

C. The attitude of teachers toward in-service sessions can significantly effect the effectiveness of a program. In-service administrators were asked to indicate if teacher attendance at such sessions was compulsory in their districts. The following responses were received:

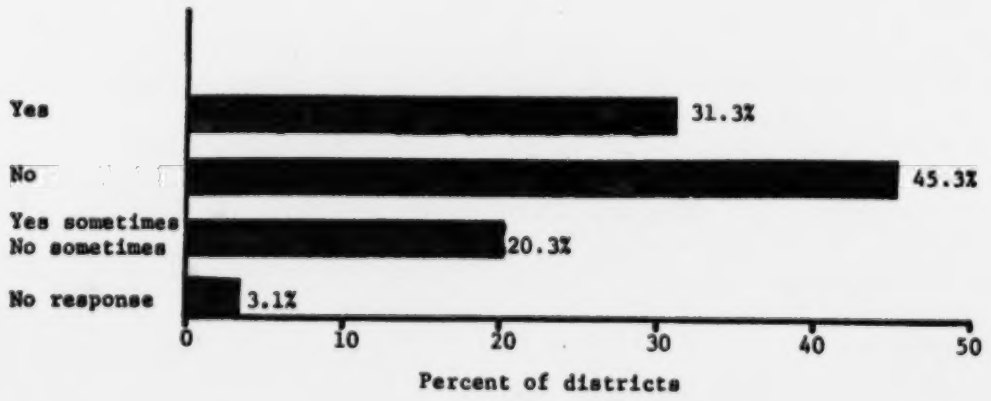

FIGURE A-12. IS ATTENDANCE AT IN-SERVICE PROGRAMS COMPULSORY IN YOUR DISTRICT? (N = 64)

Relatedly, administrators were asked if merit credit of any kind (salary, title, certificate) was given for in-service participation. The responses are illustrated in Figure A-13 below. (Credit for attendance, B:6)

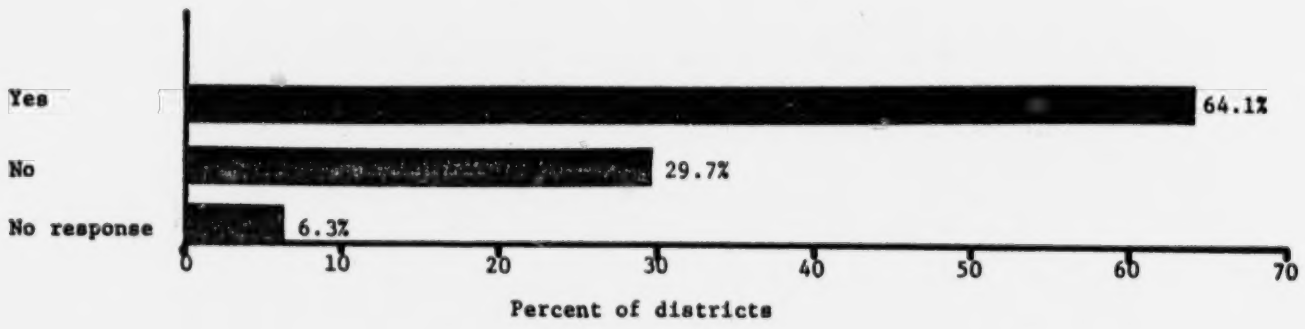

FIGURE A-13. IS MERIT CREDIT OF ANY KIND GIVEN FOR IN-SERVICE PARTICIPATION? (N = 64)

D. Persons in any number of positions may act as instructors or trainers for in-service training sessions. The appropriate person for each session may be influenced by a number of factors, such as the characteristics and needs of the participants, how they are grouped (see Figure A-10), the topic being presented, the amount of expertise or experience required to present such a program, and available resources. Table below shows the positions of persons who present in-service training in the school districts surveyed. Obviously, each school district uses more than one type of person for this purpose. (Trainer B:14)

TABLE A-5 . POSITIONS OF INSTRUCTORS OF IN-SERVICE TRAINING IN 64 RESPONDING SCHOOL DISTRICTS

Trainer	f
Outside consultant	58
Department head	48
School principal	50
Other supervisory personnel	18
Teacher	46
AV or IM coordinator	41
Assistant superintendent	31
Others	10

E. As noted previously, the factors of time, Method (B:3) grouping, and instructor are quite varied. Similarly, the methods used in presenting an in-service program are also diverse. In-service administrators were asked to check those methods which were used in their school districts and list any other ways in which programs were conducted. Figure A-14 below presents the frequency with which various methods listed in the questionnaire are used during in-service sessions in the 64 districts surveyed.

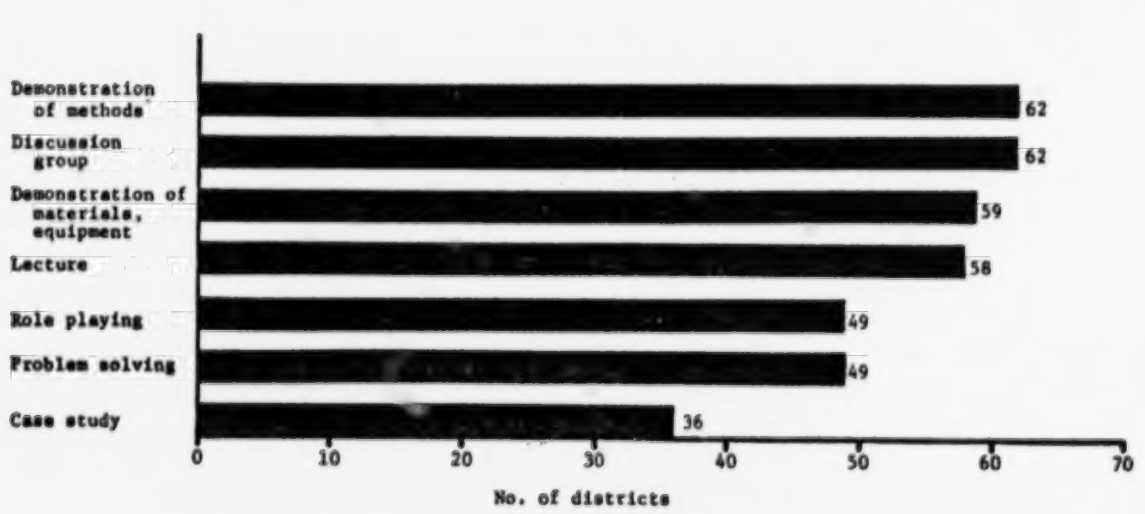

FIGURE A-14. METHODS OF PRESENTING IN-SERVICE TRAINING PROGRAMS IN THE RESPONDING SCHOOL DISTRICTS. (N = 64)

In addition to the above methods, administrators listed microteaching, simulation, field trips, sensitivity training, games, and curriculum development workshops. Most of these methods require additional expertise and/or time than the more traditional approaches, and appear to be relatively new to the area of in-service training. Consequently, their reported lack of use is not surprising.

F. The source of funding for in-service programs is a critical factor which must be considered in the planning of an effective program. While most districts do make provisions for such activities in their budgets, many depend upon the State and/or Federal Government to provide additional funds. Table A-6 below shows the various sources of funding used by the responding school districts.

Funding (funding sources; B:18)

TABLE A-6. SOURCES OF FUNDING FOR IN-SERVICE PROGRAMS OF 64 RESPONDING DISTRICTS

Source	f
Locally budgeted funds	62
Federal title funds	57
State funds	42
Teacher tuition	25
Publishing/equipment companies	2
Foundations	2
EPDA	1
Other	2

An additional item was included to determine how funding for in-service training was treated in the local budget. Of the 64 districts returning the questionnaire only 13 clearly indicated that activities were funded through a separate in-service item in the budget. In the remaining districts in-service activities were spread across various line items, including salaries, supplies, travel, consultant fees, etc. A more complete analysis of this questionnaire item was not attempted because of the varied accounting systems utilized by the responding districts.

(Funding in local budget; C:10)

G. The six preceding factors related to time, grouping, teacher motivation, instructor, method, and funding are all important considerations to the in-service administrator in planning programs. All of these ingredients must be tempered, however, by the constraints and limitations imposed from a number of sources. The questionnaire asked administrators to check from a list those factors which hinder the development and implementation of a good in-service program in their districts. In addition, they were asked to list any other items which posed problems for them in their districts. Table A-7 below summarizes the responses from the 64 school districts with the most frequently mentioned constraints listed first and the least often mentioned listed last. As might be expected, the main constraints are closely related to lack of money and time.

Constraints (B:22)

TABLE A-7. FREQUENCY WITH WHICH CERTAIN CONSTRAINTS TO IN-SERVICE TRAINING ARE FOUND IN 64 RESPONDING SCHOOL DISTRICTS

Constraints	f
Insufficient funding for personnel	39
Lack of funds to purchase innovative materials and/or equipment for demonstration purposes	30
Sessions are scheduled at inappropriate times	20
Unwillingness and lack of cooperation on the part of teachers	18
Lack of supportive personnel	17
Insufficient funding for materials	17
Insufficient amount of time allowed for planning the in-service program	16
Sessions are not held often enough	14
Insufficient space for planning and administrating in-service training	12

TABLE A-7. (Continued)

Constraints	f
Difficulty in obtaining in-service trainers	12
Background information on teachers is not readily accessible to planners	11
Insufficient funding for equipment	11
Unsuitable space and/or facilities for use during sessions	9
Lack of good materials from which to choose	9
Lack of cooperation from other administrators and/or supervisory personnel	9
Insufficient knowledge of equipment and materials that are available	9
Individual sessions are too short to be effective	9
Inefficient system for obtaining equipment, materials and personnel in a timely manner	8
Insufficient space to store materials and equipment used for training	6
Right kind of equipment is not available when needed	3
Inappropriate materials for the particular needs of teachers in this district	3
Lack of encouragement from school officials and/or staff to present programs on innovative approaches in education	3

Other constraints mentioned by one or two respondents include: lack of cooperation and/or consultation from state education department, problem of release time for teachers, lack of financial incentives for teachers to participate, general lack of time on the part of teachers and administrators, cumbersome negotiations process with teachers' representatives, and ineffective techniques used by training consultants.

Topic 3. Content of Teacher In-Service Programs

General Content of teacher in-service programs (B:1)

A. In-service administrators were asked to identify the general types of programs that are included in their district's in-service training. The results obtained from the 64 responding districts indicated that: (1) 60 included continuing education in methods and materials for instructional use; (2) 61 included orientation sessions; (3) 50 included leadership development; and, (4) 37 provided training in areas related to on the job function such as human communication, technical writing, and public speaking. Other types of training were included in the programs of some districts. Among these are: human relations, curriculum development, providing programs for college students in training, working with and reporting to parents, and providing information regarding race relations, the disadvantaged, and urban problems.

Needs satisfied, to be satisfied, requested (C:1, 2, 3)

B. Administrators were also asked to indicate what specific teacher training needs had been satisfied in their districts in the past year, what needs they would attack in the coming year, and what programs teachers most frequently requested. Table A-8 below lists the needs mentioned and the number of districts mentioning each need.

TABLE A-8. TRAINING NEEDS: THOSE SATISFIED LAST YEAR, TO BE ATTACKED NEXT YEAR, AND FREQUENTLY REQUESTED BY TEACHERS IN 64 RESPONDING SCHOOL DISTRICTS

Need	Satisfied Last Year	Attacked Next Year	Requested By Teachers
Behavioral objectives	3	4	--
Behavior modification	4	2	2
Classroom guidance	2	1	1
Current interest topics	2	5	--

TABLE A-8. (Continued)

Need	Satisfied Last Year	Attacked Next Year	Requested By Teachers
Community relations	2	2	--
Exceptional children	4	3	3
Educational goals	4	3	1
Human relations	16	17	4
Individualized instruction	3	6	--
Leadership development	4	4	--
Methods/materials	28	32	33
Minority group problems	5	15	1
New programs	5	6	1
Sex education	1	1	--
Teacher orientation	6	3	--
Use of equipment	5	4	--
Professional growth	8	1	5
Teacher attitudes	2	--	--
Testing	1	--	--
Curriculum development	8	5	4
Ind. needs of teacher	3	--	--
Prescriptive teaching	1	2	--
Educational change	--	2	1
Effective use of prof. staff	--	1	--
Instructional objectives	--	2	--
Learning theory	--	2	--
Use, training of para-professionals	--	2	--
Guidance	--	--	1
Innovative approaches	--	--	5
Communication skills	1	2	1
Discipline	--	--	8
Management training	--	2	--
Special title programs	--	1	--
Thinking strategies	--	1	--
Interaction analysis	--	1	--
Confrontation	--	1	--
Middle school	2	1	--
Inquiry training	--	1	--
Other	5	8	3
No response to item	10	6	8

The above listing indicates that methods and materials programs related to specific content or subject areas are the most frequent type of in-service program offered, perhaps because it is the type most often requested by teachers. Human relations is the second most frequent type of program, even though it is not requested as frequently by teachers. It is interesting to note that while not very many districts mentioned minority group problems as topics of sessions for last year, many more indicated that such programs would be included next year. The development of new programs and curricula apparently provides a continuous demand on the in-service program to offer training to new and experienced teachers. One school district will be striking out in less traditional areas by offering programs on thinking strategies, interaction analysis, confrontation, systems approach to management, and inquiry training.

It should be noted that the questionnaire items related to training needs were open-ended rather than structured. Consequently, it was often difficult to establish definite categories for some of the responses. In such cases, arbitrary decisions were made.

Teacher Attitude and the Disadvantaged Child (C:13)

C. In-service administrators were asked to describe what teacher training had been provided in their district with regard to the area of teacher attitude and the disadvantaged child. Fifty districts indicated that they provided the following types of programs or training.

(1) Human relations (18)

(2) Title workshops or federal and state funded programs (9)

(3) Information on cultural, psychological, sociological characteristics of the disadvantaged child (7)

(4) Courses in how to teach the inner city or disadvantaged child (6)

(5) Sensitivity training (5)

(6) Programs on behavior modification or change (4)

(7) Programs on pupil-teacher relationships (2)

(8) Information on human development (2).

Other programs related to teacher attitude and the disadvantaged child which were named by respondents include seminars with psychiatrists, a teacher attitude seminar, interaction analysis, communications skills, role playing, race relations, reality therapy, ETV course, value clarification, information presented at orientation sessions to new teachers, language development program, course in bilingual communication, use of ungraded classes, pupil record analysis, confrontation, and home visits. One district indicated that all teachers working in the inner city went through a special 30 hour training session in the summer aimed at providing skills in how to develop positive self-images among disadvantaged children.

Inner-City Programs--Differences (B:23)

D. In-service administrators were asked if the in-service program for the inner city teachers in their district differed in content, method, or emphasis from the program offered to the non-inner city teacher. The responses of the 42 districts responding in the affirmative were categorized and are listed below. Some districts listed more than one difference.

(1) In 25 districts there is greater emphasis on identifying the unique characteristics, needs, and subsequent problems of the inner city student and his community and then providing in-service programs to deal with them

(2) Nine districts mentioned that human relations were stressed much more.

(3) Basic skills and remedial work was stressed more in six districts.

(4) Five districts indicated that funding was more readily available, particularly through Title I, III, and IV.

(5) Specific classroom techniques were stressed more in three programs.

(6) Two districts stated that development of a good self image in students was an aim of their programs for inner city teachers.

(7) A more multi-dimensional approach to teaching in the inner city was mentioned by two districts.

(8) Working with teacher attitudes and expectations was mentioned by one district, as was more active involvement of students in the programs.

Five respondents checked that their inner city in-service program was different from that of the non-inner city, but did not describe the difference.

Topic 4. Establishing Training Needs

A. Section D of the questionnaire included items designed to find out how teacher training needs were determined. Respondents were asked to check from the alternatives listed those they used to identify needs, and to add other sources of information which they utilized. Respondents were also asked to rate the sources regarding how important they were considered to be in defining teacher training needs. The rating scale used was: 0 = "not at all important"; 1 = "of slight importance"; 2 = "of moderate importance"; 3 = "of fairly great importance"; and 4 = "of very great importance". Table A-9 below summarizes in percent form the frequency and importance data related to sources of information on teacher training needs. Sources (D:II,V)

TABLE A-9. PERSONS USED AS SOURCES OF INFORMATION IN DETERMINING TEACHER TRAINING NEEDS, PERCENT OF DISTRICTS IN WHICH THESE PERSONS ARE USED, AND THEIR RATED IMPORTANCE AS A SOURCE (N=64)

	Frequency (percent)			Importance (percent)						
	Yes	No	N.R.*	0	1	2	3	4	N.R.*	Mdn.**
Teachers	96.9	0	3.1	0	0	1.6	17.2	76.6	4.7	4
Other adminis. at district level	95.2	4.8	3.2	0	4.7	35.9	34.4	20.3	4.7	3
Other in-service administrators	84.4	10.9	4.7	4.7	6.3	20.3	37.5	25.0	6.3	3
Educational consultants	84.4	10.9	4.7	3.1	4.7	43.8	34.4	7.8	6.3	2
Universities, colleges	84.4	9.4	6.3	4.7	7.8	46.9	31.1	3.1	6.3	2
Pupil personnel services staff (nurse, counselor)	76.6	20.3	3.1	3.1	9.4	32.8	31.1	15.6	7.8	3
Community members	73.4	21.9	4.7	4.7	14.1	29.7	37.5	7.8	6.3	2
Students	51.6	43.8	4.7	6.3	12.5	23.4	32.8	18.8	6.3	3

* No reply.

** Median based on numbers of respondents who gave an importance rating.

Administrators listed the following as other sources used in defining teacher training needs.

(1) State Department of Education personnel

(2) R&D Centers and Regional Education Labs

(3) In-Service Training Associations and Companies, such as Institute for Staff Development, Ealing Corporation's "Starting Tomorrow", Institute for Personel Effectiveness in Children (IPEC), American Society for Training and Development

(4) Industrial management sources, such as American Management Association publications

(5) Committees or small groups of teachers and/or administrators

(6) Department chairman

(7) Funding agencies on federal or state level, or special innovative district projects

(8) Community: Community Welfare Council, Human Relations Commission, Chamber of Commerce, parent advisory groups

(9) Conference speakers

(10) Writings of educational thinkers, such as Friedenberg, Goodman, Holt, Glasse, etc.

Communication Methods (D: III, VI)

B. A number of communication methods can be utilized to obtain information on training needs of teachers. Respondents were asked to indicate which of the methods listed in the questionnaire were used in their districts to gather such information and to rate the importance of each method. More than one method could be checked. The rating scale for importance was the same as that used for "Source of Information" presented above. Table A-10 below

shows in percent form the frequency and importance data related to methods of communications used in gathering information on teacher training needs.

TABLE A-10. METHODS OF COMMUNICATION USED IN DETERMINING TEACHER TRAINING NEEDS, THE PERCENT OF RESPONDING DISTRICTS USING EACH METHOD, AND IMPORTANCE AS A METHOD (N = 64)

	Frequency (percent)			Importance (percent)						
	Yes	No	N.R.*	0	1	2	3	4	N.R.	Mdn.**
Administrative staff meetings	93.8	0	6.7	0	1.6	14.1	56.3	25.0	3.1	3
Departmental conferences	82.8	3.1	14.1	0	3.1	12.5	48.4	31.3	4.7	3
Questionnaires	82.8	7.8	9.4	0	3.1	20.3	42.2	29.7	4.7	3
Teaching staff meetings	81.3	4.7	14.1	0	1.6	9.4	59.4	26.6	3.1	3
Informal personal contact	76.6	4.7	18.8	1.6	6.3	25.0	34.4	28.1	4.7	3
Professional literature	75.0	10.9	12.5	0	10.9	42.2	35.9	3.1	7.8	2
Individual teacher interviews	70.3	12.5	17.2	1.6	4.7	26.6	31.3	31.3	4.7	3

* No reply.

** Median based on number of respondents who made a rating.

When asked to indicate what other methods were used to gather information on teacher training needs, the following were listed by the administrators:

(1) Recommendations of committees on curriculum, in-service training, resources

(2) Surveys of teachers and administrators

(3) Interaction with other in-service programs

(4) Visitation and observation in schools

(5) Interviews of student teachers and teachers who are leaving

(6) Reaction forms to in-service programs

(7) Memo interaction among staff members

(8) Participation of staff members in Incentive Growth Program.

C. Data was obtained via the questionnaire on the types of information collected by administrators about teachers to assist in determining training needs. In-service administrators were asked to check from a fixed list the types of information they collected when planning in-service programs and to rate the importance of obtaining each type of information. Table A-11 below shows the type of information collected, the percent of responding districts collecting each type, and the importance rating of each. The rating scale is the same as that used for "Sources of Information" and "Method of Communication" in the two previous sections. Data are presented in percent form.

Information collected about teachers (D:I, IV)

TABLE A-11 TYPES OF INFORMATION COLLECTED ABOUT TEACHERS FOR USE IN PLANNING IN-SERVICE SESSIONS, THE PERCENT OF RESPONDING DISTRICTS COLLECTING EACH TYPE, AND RATED IMPORTANCE (N = 64)

	Frequency (percent)			Importance (percent)						
	Yes	No	N.R.*	0	1	2	3	4	N.R.*	Mdn.**
Analyze preservice training of teacher	67.2	28.1	4.7	0	6.3	15.6	35.9	37.5	4.7	3
Previous in-service training	65.6	28.1	6.3	1.6	4.7	23.4	43.8	21.9	4.7	3
Number of years of prof. experience	43.8	50.0	6.3	4.7	21.9	39.1	26.6	3.1	4.7	2
Review individual staff records	32.8	65.6	4.9	--	--	--	--	--	--	--
Teachers' actual course experience	31.3	60.9	7.8	3.1	12.5	34.4	35.9	10.9	3.1	2
Educational level	23.4	70.3	6.3	7.8	29.7	35.9	17.2	4.7	4.7	2

* No reply.

** Median for those respondents giving an importance rating.

Other information required (C:6)

D. When asked to indicate what other participant data was collected in order to plan in-service programs, the following items were offered. The numbers indicate how many districts mentioned each item.

TABLE A-12. OTHER INFORMATION REQUIRED TO PLAN IN-SERVICE PROGRAMS

Expressed needs (27)	27
Interests of teachers (12)	12
Present ability, performance of teachers (8)	8
Grade level or subject areas taught (4)	4
Goals of teachers (4)	4
Teacher attitudes (2)	2
Availability of teachers to have meetings (2)	2
Administrative evaluation of teachers (2)	2
How the teacher is perceived by the students, community (1)	1
Teacher's personal preference regarding incentives for in-service training (1)	1
No reply (10)	10

While information from and about teachers is a primary consideration to the in-service administrator in planning effective programs, the inputs from students and from community members also can be helpful. Two questionnaire items asked what data <u>should be</u> collected from and about students and the community to plan an effective in-service programs. The responses are presented in Table A-13 below.

Information collected about students (C:7)

TABLE A-13. STUDENT INFORMATION HELPFUL IN PLANNING IN-SERVICE PROGRAMS

Student achievement, ability data (12)
Student interests (what interests are as well as why certain activities or courses are or are not interesting; what new programs, curricula need to be established) (11)
Student evaluation of program (9)
Student expectations and goals (7)
Student perception of teachers (6)
Student needs (5)
Student social/cultural background (4)
No reply (15)

TABLE A-14. COMMUNITY INFORMATION HELPFUL IN PLANNING IN-SERVICE PROGRAMS

Information collected about community (C:8)

Economic, educational, cultural characteristics, and needs of community (16)
Perceptions of programs, curricula, etc., of present system (11)
Current concerns, interests, etc., of community such as drug abuse, sex education (7)
Community resources (6)
Readiness of community to participate and support school (2)
Expectations of parents and community (1)
No information needed (1)
No reply (18)

Other information needed (C:17)

Relatedly, in-service administrations were asked to indicate what information they require for planning in-service sessions which is presently not available to them. Of the 64 respondents, 8 needed more information on teacher, pupil, and/or program needs; 7 wanted information on current resources, budgets,

and innovative programs; 4 wanted to know what was happening in other in-service programs; 1 required more information on research results. The remainder replied that they required no other information, or did not reply.

Setting priorities (C:4)

E. Communities do not, of course, have unlimited funds and resources with which to plan and execute in-service training programs. Consequently, priorities must be established. In-service administrators were asked the bases used in their districts for deciding training need priorities. Table A-15 below summarizes the responses received and the frequency of each response.

TABLE A-15. BASES FOR DECIDING TRAINING NEED PRIORITIES

Basis	f
Expressed requests of teachers, administrators, and others; what kind, how many	18
Resources available (time, money, leadership, etc.)	10
Survey results	9
Committee recommendations or decisions	8
Judgment of supervisors	7
Evaluation information	6
Introduction of new programs, curricula for which teachers should be trained	5
Educational goals of district, department, etc.	4
Number of teachers needing program (based on preparation experience data, etc.)	4
State requirements	2
Wish of administrators	2
Educational history of district	1
Educational trends	1
Geographic location of request for program	1
Availability of staff to meet	1
Priorities not set	2
No reply	7

V. IN CONCLUSION

Assuming that the 64 respondents to the Urban Teacher Development Questionnaire compose a representative sample of in-service administrators, it may be concluded that the in-service function may be handled by a person or persons having any one of eight job titles. Typically, however, the person in charge of teacher in-service training is either an assistant superintendent or head of a separate division for in-service training in the school district. He has held that position for less than four years and has been an educator for approximately 22 years. He holds at least a Master's degree. The school district in which he is employed will generally have 20,000 to 39,999 students.

The responding administrators generally do not spend full-time on in-service activities. This may be explained in part by the fact that 75 percent of the administrators hold a position other than that of head of in-service training. The variety of positions may also explain the diversity of functions performed by the respondents. Tasks generally common to most administrators are performed by nearly every respondent, while more specific in-service tasks, such as in-service program design and evaluation are performed with less frequency.

Results indicated that the in-service administrator considers himself to be an important agent for educational change. Most of these administrators feel adequately prepared to deal with change, but indicate that new information and training in that area would be beneficial to them.

Because a number of approaches (workshops, college courses, short sessions, etc.) are often used to present in-service programs in each district, it is difficult to generalize a description of the typical program.

The following statements do, however, present the conditions which are more frequently found within the responding districts. One in-service topic is presented for one or for a few consecutive sessions. The sessions are held after a school day or during release time, last about two hours, and are held monthly. Numerous methods are used to group teachers, but the subject area and grade level are usually the common denominators of the group. The optimal size of the group, as determined by the nature of the program and resources and space available, is generally at least sixteen participants. Attendance at in-service sessions is more often voluntary and merit credit is generally given. The instructor of the sessions is most often an outside consultant, department head, or school principal. Each district uses numerous methods of presenting in-service training; those methods requiring additional time and/or expertise are less likely to be used. Funding for programs typically comes from local or federal title funds. The main constraints relate directly to perceived lack of money and time.

The training needs of teachers are determined by administrators from a number of sources and by a variety of means. Persons closest to the problems of teachers (teachers themselves, administrators within and outside the district) and those most familiar with the specific school system are considered the best sources. Data collected by the districts about the needs of their teachers describe general needs of most of the teachers and tend not to analyze individual needs. This practice may be closely related to lack of time and money.

The content of teacher training programs is primarily methods and materials courses related to the specific subject area or grade level which the participants teach. This content is generally what teachers request. The increasing importance of human relations and minority groups is realized and beginning to be dealt with by many school districts.

VI. THE URBAN TEACHER DEVELOPMENT QUESTIONNAIRE

This questionnaire has been designed and is being administered to collect pertinent information concerning the in-service training of inner-city teachers. The items of the questionnaire are arranged in four sections, A-D.

Section A deals with the role of the administrator responsible for in-service teacher-training.

Section B deals with the planning aspects of in-service teacher training programs.

Section C deals with the conduct of in-service teacher training.

Section D considers the identification of training needs for in-service programs.

Each of the four sections offers easily answerable items on a variety of topics.

The questionnaire as a whole contains a great variety of items and response methods and should prove a valuable experience for the respondant.

All responses will be maintained in the strictest confidence. The information you supply via this questionnaire will be of great value to ongoing educational research. Thank you for your time and effort.

The following information about you (the respondent) is necessary in order that we may make an accurate analysis and effective use of your information. Please complete the following information about yourself.

Title_____

Years in that position_____

Last position (title)_____

Years as an educator_____

Educational level (B.A., B.A.+, M.A.)_____

District size (number of pupils)_____

Number of teachers in district_____

A. THE ROLE OF THE ADMINISTRATOR OF INSERVICE TEACHER TRAINING

The role of the administrator responsible for inservice training is a composite of many functions. The following is a list of some of those functions which might be expected of the administrator in charge of inservice teacher training.

Part I

For each of the following please respond "yes" if it is a function you perform and "no" if you do not currently perform that function.

1. Maintain ties with the appropriate sources to receive information on the newest methods, procedures, and equipment for in-service training Yes__No__
2. Interact with college or university during in-service training design and development Yes__No__
3. Interact with professional organizations Yes__No__
4. Interact with publishers Yes__No__
5. Interact with equipment manufacturers Yes__No__
6. Interact with training materials producers Yes__No__
7. Interact with U. S. Office of Education Yes__No__
8. Interact with state departments of education Yes__No__
9. Interact with local government agencies Yes__No__
10. Interact with other public agencies (specify)_____ Yes__No__

    _____
11. Consult with college or university to improve or expand teacher preparation programs now offered for prospective inner city teachers Yes__No__
12. Encourage and provide assistance for experimental or innovative projects within the school district Yes__No__
13. Keep current in the educational field to be aware of innovations and changes as they occur Yes__No__
14. Provide an instructional design for each in-service session Yes__No__
15. Evaluate each in-service session Yes__No__
16. Maintain information files of individuals and agencies which are available to present in-service training programs Yes__No__
17. Maintain files of materials appropriate for use in in-service training programs Yes__No__
18. Assess the training needs of the teaching population Yes__No__
19. Maintain an information file on current innovative practices and materials for teacher requests Yes__No__
20. Inform district personnel of the functions of your office Yes__No__

Though many functions of a position such as yours have been listed in the preceeding text, other diverse and important functions may have been overlooked. In order that this information collection booklet may contain an exhaustive list please include both actual functions now performed and those functions which you see as important which are not yet performed.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

All of the functions listed in the preceeding text do not carry the same importance. As a matter of fact each of the functions performed by an administrator of in-service teacher training may have varying importance.

Part II

Here again is the list of functions as included in Part I. This time please rate the functions as to their degree of importance (0-4). Tell how important (0-4) you perceive the function to be to high quality in-service teacher training. Importance values are as follows:

Importance
0. Not at all important.
1. Of slight importance.
2. Of moderate importance.
3. Of fairly great importance.
4. Of very great importance.

1. Maintain ties with the appropriate sources to receive information on the newest methods, procedures, and equipment for in-service training. ___

2. Interact with college or university during in-service training design and development. ___

3. Interact with professional organizations ___

4. Interact with publishers ___

5. Interact with equipment manufacturers ___

6. Interact with training materials producers ___

7. Interact with U. S. Office of Education ___

8. Interact with state departments of education ___

9. Interact with local government agencies ___

10. Interact with other public agencies(specify)_____ ___
_____

11. Consult with college or university to improve or expand teacher preparation programs now offered for prospective inner city teachers ___

12. Encourage and provide assistance for experimental or innovative projects within the school district ___

13. Keep current in the educational field to be aware of innovations and changes as they occur ___

14. Provide an instructional design for each in-service session ___

15. Evaluate each in-service session ___

16. Maintain information files of individuals and agencies which are available ___

17. Maintain files of materials appropriate for use in in-service training programs ___

18. Assess the training needs of the teaching population ___

19. Maintain an information file on current innovative practices and materials for teacher requests ___

20. Inform district personnel of the functions of your office ___

B. PLANNING FOR IN-SERVICE TEACHER TRAINING

The following questions are in regard to information of value in planning in-service teacher training meetings. Please check (√) those items of each question that seem appropriate to your district's in-service program.

1. Which of the following types of training are provided in your district's in-service program?
   - a. continuing education in methods and materials for instructional use ____
   - b. orientation sessions for new staff or staff with new duties ____
   - c. leadership development ____
   - d. training in areas related to on-the-job function (i.e. human communication, technical writing, public speaking ____
   - e. other (specify)_____ ____

2. What fraction of your working time is allocated for the organization, administration, and direction of your in-service training for teachers?
   - a. 1/4 time or less ____
   - b. 1/2 time ____
   - c. 3/4 time ____
   - d. full time ____

3. What method(s) is (are) used during in-service programs?
   - a. lecture ____
   - b. demonstration of methods ____
   - c. demonstration of equipment/ materials ____
   - d. discussion groups ____
   - e. roIe playing ____
   - f. problem solving ____
   - g. case study ____
   - h. other (specify)_____ ____

4. Do you feel adequately prepared to deal with educational change? Yes__No__

5. Is attendance at in-service programs compulsary? Yes__No__

6. Is merit credit of any kind (salary, title, certificate) given for in-service participation? Yes__No__

7. Is any type of in-service training offered the administrators in your district? Yes__No__

8. Is there currently a need for in-service management training for any administrators in your district? Yes__No__

9. How often are in-service training sessions held?
   - a. bi-monthly ____
   - b. monthly ____
   - c. summer ____
   - d. once per semester ____
   - e. once per year ____
   - f. other (specify)_____ ____

10. How long does one session typically last?
    - a. 1 hour ____
    - b. 2 hours ____
    - c. half a day ____
    - d. an entire day ____
    - e. other (specify_____ ____

11. When is in-service training conducted?
    - a. on release time ____
    - b. on Saturday ____
    - c. on vacation time ____
    - d. after a regular school day ____
    - e. on a special conference day ____
    - f. other (specify)_____ ____

12. How do you decide upon teacher grouping for in-service meetings?
    - a. by school building ____
    - b. by grade levels ____
    - c. by subject area ____
    - d. by experience (master teacher, non-professional personnel) ____
    - e. by individual needs ____
    - f. by some other method (specify)_____ ____

13. What is the largest number of teachers that can be effectively handled in one in-service training session?
    - a. 1 ____
    - b. 2-7 ____
    - c. 8-15 ____
    - d. 16-25 ____
    - e. 26-50 ____
    - f. 51+ ____

14. Who conducts the in-service meetings in your district?

a. a teacher ____
b. the school principal ____
c. the Assistant Superintendent for_____ (staff development, personnel, in-service education, teacher education,.....) ____
d. department head ____
e. outside consultants ____
f. AV Coordinator or Instructional Media Coordinator other (specify)_____ ____

_____

15. How many teacher days of in-service training were provided in your district during the last school year? (e.g. 50 teachers attended 5 meetings = 250 teacher days.)

teacher days ____

16. How many teachers were there in your district last academic year?

number of teachers ____

17. How many teachers were participants in in-service training last year?

number of teachers ____

18. What monies are used for in-service teacher training in your district?

a. federal title funds ____
b. state funds ____
c. locally budgeted funds ____
d. teacher tuition ____
e. other (specify)_____ ____

_____

19. Do you consider one topic for a given period of time (month, semester, year) or does each session have a separate topic?

a. one topic for the year ____
b. one topic for the semester ____
c. one topic for several sessions (but not an entire semester or year) ____
d. one topic for one session ____

20. If management training were available to administrators in your district, at what level would you begin training?

_____
_____
_____
_____
_____
_____

21. For which position listed below do you perceive the greatest need for management training if available?

a. District Superintendent ____
b. Assistant Superintendent ____
c. Business Managers ____
d. Principal ____
e. Assistant Principal ____
f. Department Head ____
g. Other (specify)_____ ____

22. Check which of the following constraints you encounter in planning and implementing an in-service teacher training program.

a. right kind of equipment is not available when needed ____
b. insufficient funding for equipment ____
c. insufficient funding for materials ____
d. insufficient funding for personnel ____
e. insufficient knowledge of equipment and materials that are available ____
f. inefficient system for obtaining equipment, materials, and personnel in a timely manner ____
g. lack of supportive personnel e.g. typist, artist, clerk ____
h. insufficient space for planning and administrating in-service training ____
i. insufficient space to store materials and equipment used for training ____
j. unsuitable space and/or facilities for use during sessions
k. inappropriate materials for the particular needs of teachers in this district ____
l. lack of good materials to choose from ____
m. lack of funds to purchase innovative materials and/or equipment for demonstration purposes ____
n. lack of cooperation from other administrators and/or supervisory personnel ____
o. unwillingness and lack of cooperation on the part of teachers ____
p. lack of cooperation and/or consultation from state education department ____

B.

q. lack of encouragement from school officials and/or staff to present programs on innovative approaches in education ____

r. sessions are not held often enough ____

s. sessions are scheduled at inappropriate times ____

t. individual sessions are too short to be effective ____

u. insufficient amount of time allowed for planning the in-service program ____

v. background information on teachers is not readily accessible to planners ____

w. difficulty in obtaining in-service trainers (e.g. educational consultants) ____

x. other (specify)_____ ____

_____

_____

_____

_____

23. Is the in-service program for inner-city teacher different in content, method, or emphasis from the non-inner-city program?

Yes__No__

a. If your response is yes, please provide descriptive information in the space provided._____

_____

_____

_____

_____

_____

24. What type of management training is usual for the administrators (Department Heads → The Superintendent) in your district?

a. college or university course work taken to qualify for a position ____

b. college or university course work taken to keep abreast of administrative and management knowledges ____

c. in-service local management training ____

d. No formal training other than on the job experience ____

e. other (specify)_____ ____

_____

_____

_____

25. If management training were available in your district, which single area of training would you perceive as being of most immediate value? (check one)

a. scheduling of staff ____

b. recruitment ____

c. staff training ____

d. budgeting ____

e. managing change ____

f. communication skills ____

g. building program ____

h. community relations ____

i. human relations ____

j. other (specify)_____ ____

_____

_____

C. CONDUCTING IN-SERVICE TEACHER TRAINING

The following are open ended questions regarding the planning and conduct of in-service teacher training in a large metropolitan school district. Please respond to them freely and with candor. Your answers are the correct ones; the more information you can provide the more valuable your response.

1. What teacher training needs has your program satisfied in the past year?

2. What training needs will you attack in the coming year?

3. What training programs do teachers most frequently request?

4. On what basis do you decide training need priorities?

5. How is the optimal number of participants for a given training session decided upon?

6. What participant data must be collected to plan an effective in-service teacher training program?

7. What information must be collected from students to plan an effective in-service teacher training program?

8. What general information from your community must be collected to plan an effective in-service teacher training program year after year?

9. What individuals (by title) have a role in the development and execution of an in-service meeting in your district? Please describe briefly each role. Examples would be Superintendent → Assistant Superintendent for staff development → A-V Coordinator Consultant-Trainer.

c.

10. Where in your district's budget are funds allocated for the in-service training of teachers? (e.g. a typical budget might include the in-service training director's salary, teacher salaries during meetings, salary to lecturers, and expense incurred as a result of attendance at a professional meeting.)

11. Briefly describe the type of management training your district's administrators have received. Tell if you will where (college, in district) the training was received and something about it.

12. Please write your specification of the management training you feel educational administrators need? Examples of management training may include: interpersonal communication, effective speaking, report writing, scheduling time and resources and the like. In other words, tell what type of training administrators in a school district should receive.

13. What in-service teacher training have you provided that deals in the area of teacher attitude and the disadvantaged child?

14. How and to what extent do you make use of existing education research results in planning the in-service training or teachers?

15. What "cautions" do you observe in introducing an innovation through the in-service training of teachers?

16. What training do you feel you could benefit from in more effectively dealing with educational change?

17. What information do you require for in-service planning that you do not now possess?

18. Please feel free to make any additional comments you may have with regard to inner-city teacher training programs.

D. THE IDENTIFICATION OF TRAINING NEEDS

The training needs of a program for in-service teacher education in the inner city may be determined in a number of ways. Some questions about the sources and methods of collecting such information are presented below. Please consider each item carefully and respond as directed.

Part I

In assessing the teacher training needs in your district, do you...

1...review individual staff member's records to collect information yes__no__

2...collect information concerning the number of years of professional experience individual teachers have had yes__no__

3...use the educational level (BA, BA+, MA,...) of individual teachers as an aid to planning yes__no__

4...collect information regarding the actual course experience (psychology of learning, methods and materials,...) your teachers have had yes__no__

5...consider the teachers' previous in-service training yes__no__

6...analyze the preservice training your teachers have received and draw implications for your planning yes__no__

Part II

In assessing the teacher training needs in your district, do you...

7...gather information from the other administrators at the district level yes__no__

8...make use of educational consultants to provide planning information yes__no__

9...contact and gain information from teachers yes__no__

10...gather planning input from the pupil personnel services staff (nurse, guidance, ...) in your district yes__no__

11...contact other administrators responsible for in-service training for their information input yes__no__

12...collect information from students yes__no__

13...gain information from the community yes__no__

14...use universities and colleges as contacts and sources of planning information yes__no__

15..use <u>any</u> other sources of information concerning teacher training that have not been mentioned yes__no__ (see 15a)

15a..if your answer to question number 15 is yes, please take the time to write in the spaces below those sources not mentioned that you do use, have considered using, or may use in the future. As our list is not exhaustive, we value your responses for this item.

_____

_____

_____

_____

_____

_____

_____

Part III

In assessing teacher needs for in-service training in your district many method(s) could be employed. Please identify your choice(s) below. Do you use...

16...information from informal personal contact yes__no__

17...data gathered at a teaching staff meeting yes__no__

18...input from administrative staff meetings yes__no__

19...information resulting from departmental conferences yes__no__

20...individual teacher interviews as a source of information yes__no__

21...questionnaires for data collection yes__no__

22...the professional literature as a source yes__no__

23...any other method of information collection yes__no__ (see 23a)

23a...Knowingly the preceeding list is not exhaustive. It is therefore very important that you list any other information collection methods used to determine teacher training needs in your district.

_____

_____

_____

_____

_____

_____

_____

D.

Below are items regarding the determination of teacher-training needs. Your response to these items will be a number from 0-4. Rate each item as requested in the instructions.

Part IV

For each of the following, rate the importance (0-4) of collecting that information for in-service planning. The meaning of the numbers appears below.

Importance
0. Not at all important.
1. Of slight importance.
2. Of moderate importance.
3. Of fairly great importance.
4. Of very great importance.

Information Type

1. Type of previous professional experience in education ____
2. Number of years of professional experience ____
3. Educational level (BA, BA+...hours, MA,...) ____
4. Actual course experience (psychology of learning, methods, and materials ____
5. Types of in-service programs previously attended ____
6. Analysis of preservice training your teachers have received, and its appropriateness to your district ____

Part V

For each of the following, rate the importance (0-4) of the information sources listed, if used for assessing in-service teacher-training needs. Use the same scale as given in the previous item.

Information Source

7. School administrators (superintendents, assistant superintendents) ____
8. Supervisory personnel (department head, principal, etc.) ____
9. Teachers ____
10. Supporting staff (nurse, guidance) ____
11. Other directors of in-service training ____
12. Students ____
13. Community members ____
14. State Departments of Education ____
15. University or college instructors ____
16. Educational consultants ____
17. Professional literature ____

Part VI

For each of the following, rate the importance (0-4) of the information collection method if used for determining in-service teacher-training needs. Use the scale given previously.

Collection Method

18. Informal personal contact ____
19. Teaching staff meeting ____
20. Administrative staff meeting ____
21. Department conference ____
22. Individual interviews ____
23. Questionnaires ____
24. Literature ____

Part VII

To aid us in improving this research tool we are asking that you evaluate the questionnaire on the following points:

1. Are the instructions and questions easily understood? yes__no__
2. Are the available choices comprehensive? yes__no__
3. Is adequate space available for write-in answers? yes__no__
4. Are the questions relevant to in-service training? yes__no__
5. Does the questionnaire require a reasonable length of time to complete? yes__no__
6. Length of time to complete: _____
7. To what extent did the items contained in the inventory enable you to describe what you do? (Circle the value between 1 and 5 that best expresses the extent of coverage.)

   1 Does not cover my job very well.
   2
   3
   4
   5 Very adequately covers my job.

8. Additional comments: _____

APPENDIX B

REVIEW OF THE LITERATURE

APPENDIX B

REVIEW OF THE LITERATURE

METHODOLOGY

A review of current literature was conducted in an attempt to answer the following questions:

- What are the cultural differences which exist between the teacher and his children, and in what ways do the differences interfere with the teacher's effectiveness as a teacher?
- What set of teacher behaviors inhibit the child's ability to learn and achieve in school?
- What conditions are linked to the development of the sets of teacher behaviors so identified?
- What sets of teacher behaviors are desirable and positively affect the child's course of learning?
- Which of these behaviors are subject to change as a result of specific treatment conditions involving preservice and in-service training?
- What system of management is required for bringing about desired teacher behavior?

Initially, a number of sources were reviewed in order to obtain references to articles and papers relevant to the project:

Educational Resources Information Center (ERIC)	1967-1970 (inclusive)
The Education Index	1960-1970 (inclusive)
Books in Print	1969-1970
Psychological Abstracts	1960-1970
The Encyclopedia of Educational Research	1969
Handbook of Research on Teaching, Edited by N. L. Gage, Rand McNally & Co., Chicago (1963).	

Bibliographies of journal articles, books and in-house research reports.

Following this initial step, all desired references were recorded on index cards and Xerox copies of the articles were made. Each article was read and abstracted. (See Figure B-1, Sample Abstract Form.)

After the more than 200 abstracts had been completed, they were read and the information was categorized according to the topic breakdown within the guide outline. This information so processed then became part of the guide.

Guiding Statements (Suggestions, Guidelines):

Title _____ Source _____

Content _____ Date _____

Abstract:

Cultural Information:

Training Conditions:

Comments:

Questions:

Does the material identify or describe any attitudes or behaviors that are relevant to increasing the conditions of learning? Y___N___

Does the material explain of an in-service training session(s)? Y___N___

Teacher Behaviors:

Planning:

Was any planning or controlling evidenced in the material? Y___N___

Were problems or constraints identified? Y___N___

Can you make suggestions for the improvement of the effort described? Y___N___

Were the local district conditions during the work identified? Y___N___

Were any cultural differences teacher/student identified or or described? Y___N___

Is an attempt made to identify the influence of these differences on student learning? Y___N___

Are any learning inhibiting behaviors described? Y___N___
if so, is a description of their development given? Y___N___

Are any desirable teacher behaviors described or implied? Y___N___

Teacher Attitudes:

Evaluation:

Were any teacher need identification or utilization techniques identified? Y___N___

FIGURE B-1. SAMPLE ABSTRACT FORM

THE ANNOTATED BIBLIOGRAPHY

This 202-item annotated bibliography represents the results of the review of the literature. Journal articles, ERIC abstracts, and books are listed by author. Collections of articles and edited books are listed by title. Unauthored articles are listed by title.

Consecutive numbering throughout the bibliography corresponds to numbers referenced in the body of this report (e.g.,B-1 refers to the first article in Appendix B Abraham, H. T., "The Danish Ombudsman").

A column of letters (A through N) lies along the margin of each annotation. This letter system was designed to help you find articles that contain information of special interest to you. Each letter represents a question and each "x" represents a positive response to that question. Therefore, if you are looking for an answer to, for example, Question A, "Does the material identify or describe any attitudes or behaviors that are relevant to increasing the conditions of learning?", look through the bibliography to find letter A's which have an "x" in the blank beside them.

Questions:

A. Does the material identify or describe any attitudes or behaviors that are relevant to increasing the conditions of learning? Y__ N__
B. Does the material explain an in-service training session(s)? Y__ N__
C. Was any planning or controlling evidenced in the material? Y__ N__
D. Were problems or constraints identified? Y__ N__
E. Can you make suggestions for the improvement of the effort described? Y__ N__
F. Were the local district conditions during the week identified? Y__ N__
G. Were any cultural differences teacher/student identified or described? Y__ N__
H. Is an attempt made to identify the influence of these differences on student learning? Y__ N__
I. Are any learning inhibiting behaviors described? Y__ N__
J. If so, is a description of their development given? Y__ N__
K. Are any desirable teacher behaviors described or implied? Y__ N__
L. Were any teacher need identification or utilization techniques identified? Y__ N__
M. Was teacher motivation discussed? Y__ N__
N. Are any problem solving techniques given? Y__ N__

1

Abraham, H. T., "The Danish Ombudsman", Annals of the American Academy of Political and Social Science, 37, 55-60 (1968).

The article describes the origin and successes of the Danish Ombudsman. The ombudsman is an elected person who operates from outside the ranks of Parliament. The success of a problem identifying and solving agent who is independent of the bureaucracy is shown.

A__ B__ C__ D__ E__ F__ G__ H__ I__ J__ K__ L__ M__ N__

2

Abraham, J., and Caldwell, G., "The Native as an Aide in the Classroom", DFL Bulletin 6, (4), (1967) (ERIC, ED 012, 567).

The use of a native speaker as a teacher aide in foreign language programs is discussed. The importance of this person as a resource in the development of a language skill and cultural enrichment is emphasized. Also presented are several problems which might develop when using an aide in the classroom.

A x B x C__ D x E__ F__ G x H x I x J x K x L x M__ N__

3

Acheson, Keith and Olivero, James L., "Educational Laboratories and Teacher Education" (Unpublished Paper).

This paper is a summary of the R. F. Mager report on the teacher training programs and projects of the 15 O.E.-funded regional educational laboratories. Five points of interest were highlighted: (1) the laboratory network; what it is and what it does, (2) the laboratory products, (3) teacher educational activities being conducted by the laboratories, (4) the impact of the laboratories on teacher education, and (5) what now?

A__ B x C x D__ E__ F__ G__ H__ I__ J__ K__ L__ M__ N__

4

Anderson, Helen J., "Improving Elementary Science Instruction", School Management, 87-88 (February, 1968).

An in-service training workshop in science in Hinsdale, Illinois is described. The program was begun to keep teachers current on new instructional methods and to develop a program for creatively gifted minds. The workshops, which make use of video taping as a method of evaluating teacher performance, aid the teacher in recognizing the gifted and stimulating their creativity.

A x B x C x D__ E__ F x G__ H__ I x J__ K x L x M x N x

5

Arnez, Nancy L., "The Effect of Teacher Attitudes on the Culturally Different", School and Society, 94, 149-152 (1966).

The effect of teacher attitudes on culturally different youngsters is explored. The article presents the necessity for a complete turnover in teacher attitudes before formal programs can be successful.

A x B__ C__ D x E__ F__ G x H x I x J__ K x L__ M__ N__

6

Asher, J. J., "In-Service Education: Psychological Perspectives", Far West Laboratory for Educational Research and Development, Berkeley (1967), (ERIC, ED 015 891).

The report evaluates literature dealing with the psychological settings for behavioral change as this relates to inservice. As background for decision making for the Far West staff (see Abstract number), seven major sections are included: history of in-service training, ideal goals of in-service training, analysis of training programs, the acceptance of innovations, evaluating in-service training, future in-service training, recommendations.

A x B x C x D x E x F__ G__ H__ I x J x K x L x M__ N__

7

Ausubel, David P., "A Teaching Strategy for Culturally Deprived Pupil: Cognitive and Motivational Considerations", The School Review, 2, 454-463 (1963).

Three main points are presented and elaborated upon: (1) the selection of material should be geared to the learner's existing state, (2) mastery and consolidation of all ongoing learning tasks is necessary before new tasks are introduced, and (3) the use of structured learning material should be optimally organized to facilitate efficient sequential learning.

A x B__ C x D x E__ F__ G__ H__ I x J x K x L x M__ N__

8

Bahner, J. M., "Challenge to Principals Continuing Education", National Elementary Principal, 44, 10-14 (1964).

This article urges the elementary school principal to take the leadership for continuous professional education for the teachers on his staff. Six problem areas for the principal, the school, and the teachers are identified. Several ideas are given for the principal's consideration, including TV education for in-service training of teachers, greater emphasis on the use of clinical conditions to increase teacher's competency, and the use of more non-professionals to support the teachers.

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9
Baldwin, J., "A Talk to Teachers", Saturday Review, 46, 42-44 (1963).

Baldwin points out the paradox of an educational system which is designed to perpetrate the aims of society, yet must also help a person to look at the world for himself. He talks of the position of the poor black youth, and how dangerous his repressed hatred may be. He examines white America's approach to its own history and suggests what he, as a teacher, would try to teach black youth.

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10
Banfield, E. C., The Unheavenly City, Little, Brown and Co., Boston (1970), Chapter 10.

In this discussion of the lower-class urban problem, Banfield defines the problem, discusses possible incentives for change, and finally, various approaches toward eliminating the "present oriented" state of mind that characterizes lower class members. He touches on his objections to outright granting of economic and material security, and emphasizes the alteration of a lower-class person's self-confidence.

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11
Battelle Memorial Institute, Increasing the Effectiveness of Educational Management, Battelle, Columbus (1968).

The general objective of this program is to develop improved methods for increasing the effectiveness of educational management in the public school system. The program is being sponsored by 94 school districts. Five problem areas are discussed: (1) administration, (2) program evaluation, (3) communicating with the public, (4) staff evaluation, (5) personnel negotiations.

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12
Becker, Howard S., "The Career of the Chicago Public School Teacher", Unpublished Ph.D. dissertation, (1951).

This article summarizes a Ph.D. dissertation conducted among Chicago teachers who exhibit a tendency toward "horizontal careers". The article deals with factors motivating teachers to become mobile to achieve "better working conditions".

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13
"Behavioral Objectives: Key to Planning", The Science Teacher, 35, 86-88 (1968).

The article discusses four phases involved in planning and teaching by objectives: (1) state objectives in behavioral terms, (2) develop appropriate learning experiences based on stated objectives, (3) evaluate objectives, (4) analyze and revise.

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14
Bessent, E. W., McIntyre, K. E. et al., "Design for In-Service Education", University of Texas Research and Development Center for Education, Austin (1967), (ERIC, ED 011 591).

Three different approaches to inservice are described: the classroom experience model, the teaching demonstration model, and the laboratory approach. Each approach included: a planned sequence of learning activities presented within the organizational context of the persons work, a rationale, evaluation attempts, and constraints. The final chapter attempts to guide the in-service administrator in decision making.

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15
Binyon, M., "In-Service Courses Off Target" Times Educational Supplement (London), (April, 1969).

The brief article discusses some of the findings of a report published by the National Foundation for Educational Research. The report, based on a 1967 survey, generally states that teachers are dissatisfied with the time, quality, and quantity of in-service training.

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16
Bishop, L. J., "In-Service Education: Balance and Thrust", Educational Leadership, 25, 10-11 (1967-68).

The article presents the idea that many changes are currently being incorporated into the curriculum to improve the quality of education, but teachers are unequipped to implement these changes and to make use of much of the new educational equipment. In-service education is needed. Trends in in-service education are seen as undergoing change as teachers become more militant and see their role in a different perspective.

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17
Boger, R. P., "Subcultural Group Membership and Attitudes of Head Start Teachers", Dissertation Abstracts, 27 (7-A, 2062 (1966).

The dissertation deals with research to determine variations in ethnic teacher attitudes toward their Head Start charges. Boyer concentrates on Mexican-American, and Anglo-American, and focuses on their overall hopes and expectations for the success of the program and the individual students. Using the Minnesota Teacher Attitude Inventory as an instrument, at least three tenable conclusions are drawn.

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18
Borg, W. R., "The Minicourse as a Vehicle for Changing Teacher Behavior, The Research Evidence", Far West Laboratory for Educational Research and Development, Berkeley (1969), (ERIC, ED 029 809).

The article describes the evaluation of a minicourse dealing with skills related to the teacher's method of conducting a discussion class, e.g.repeating a question. A 20-minute video tape of each of 48 teachers' classroom lessons was made and rated. After 4 months training a second video tape was made and rated. The course was effective for teachers in different social classes.

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19
Bragg, Emma W., "Changes and Challenges in the '60's", Journal of Negro Education, 32, 25-34 (1963).

The author, as a Negro teacher, discusses the challenges of school integration and asks what school desegregation tells the Negro teacher about the validity of "segregated" instruction. He draws from the social and economic revolution certain implications for the Negro teacher.

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20
Bullough, B., "Alienation in the Ghetto", American Journal of Sociology, 72(5), 649-478, 1967.

This paper reports on a study of two groups of middle-class Negro subjects, one living in the traditional ghetto and the second living in a predominantly white suburban area. The evidence indicates that the second group expressed fewer feelings of alienation, felt less powerless, and tended to orient themselves toward the mainstream of society. Report findings are based upon scientific study and five tables of study results are presented.

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21
Burns, R. W., "The Practical Educational Technologist - Measuring Objectives and Grading", Educational Technology, 8,(23), 13-14 (1968).

The article discusses the use of multiple objectives devised to fit grading systems still in use in most schools. Examples are included.

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22
Burns, R. W., "The Practical Educational Technologist - Objectives and Classroom Instruction", Educational Technology, 35 33-35 (1968).

The author offers some sound practical steps which could be taken to help correlate theory with practice by the use of behavioral objectives.

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23
Burns, R. W., "The Practical Educational Technologist - Objectives in Action", Educational Technology, 8 (3), 14-15 (1968).

The article contains examples of objectives written for various content areas in high school. The sample objectives were taken from lists furnished by teachers.

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24
Burns, R. W., "The Practical Educational Technologist - The Theory of Expressing Objectives", Educational Technology, 7 (20), 1-3 (1967).

The author discusses the development of behavioral objectives from several basic principles which guide the developmental and conceptualization processes.

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25

Butts, D., and Raun, C., "A Study of Teacher Change", The University of Texas Science Education Center, Austin (1967), (ERIC, ED 021 805).

The article discusses curriculum innovations which were developed with parallel programs for teacher education in an in-service program in which 19 elementary school teachers participated. The most successful in the program were teachers with several years teaching experience. Grade level taught seemed to be unrelated to teacher attitude and the curriculum innovation.

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26

Cameron, H., "A Review of Research and an Investigation of Emotional Dependency Among Negro Youth", Journal of Negro Education, 36, 111-120 (1967).

Dr. Cameron briefly cites current studies and assumptions regarding the degree and evidence of emotional overdependency in Negro males and females as compared with their white counterparts and blacks of other regions. He presents his own study, designed as a check and balance for its predecessors, and elaborates on the differences in results. Cameron finds no evidence for overdependency in Negro youths.

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27

"Can a Building Teach Teachers", School Management, 78-82 (February, 1968).

The article describes a concept in use in Reed Union district in California which proposes that the entire teaching experience should be an in-service program. "Team teaching" is used in this school system to allow each teacher to benefit from the experience of the other team members.

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28

Canfield, A. A., "A Rationale for Performance Objectives" Audiovisual Instruction, 13, 127-29 (1968).

The article discusses the emergence of the behavioral objective and its relation to the systems approach to instruction. The main focus of the article is on the importance of the inclusion of a rationale or justification stating why the learner should achieve the objective.

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29

Chesin, G. A., and Selman, H. M., "Group Dynamics and In-Service Education", Peabody Journal of Education, 44, 1966-1967.

The author discusses the application of the behavioral sciences to the development of education theory and in-service education. He states that one of the important bodies of skills needed by educators is the mastery of the principles of cooperative group work.

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30

Chesler, M. A., "Teacher Training Designs for Improving Instruction in Inter-racial Classrooms", Center for Research on Utilization of Scientific Knowledge, Ann Arbor (1967), (ERIC ED 022 730).

The major concern of this article is with teacher retraining potentialities for teachers in racially desegregated classrooms. Planning involves identifying 'targets' (persons or relations the change efforts will focus on) and choosing appropriate "strategies" or training methods. A good number of targets and strategies (not mutually exclusive) are explained (including limitations) along with some recommendations.

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31

Chesler, M. and Fox, R., "Teacher-Peer Relations and Educational Change", NEA Journal, 56, 25-26 (1967).

The two-page article briefly discusses some of the hurdles which may be encountered when attempting to initiate change in public schools. The article does not describe specific approaches or behavioral changes, but does describe the conditions which must exist before behavior change.

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32

Chester, M., Schmuck, R., and Lippitt, R., "The Principal's Role in Facilitating Innovation", 2, 269-276 (1963).

This article maintains that the principal is an important influence in promoting classroom innovation. The authors believe that sharing of ideas and experimentation can improve the character of education in a school. Factors influencing teachers to innovate are given. The principal is presented as a professional leader and he is given specific suggestions for action.

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33

Cheyney, Arnold B., "Teachers of the Culturally Disadvantaged", Exceptional Children, 83-88 (October, 1966).

The article discusses generally prevailing teacher attitudes toward the culturally disadvantaged child. The inner-city child and the inner-city teaching position may be seen as being inferior. Possible effects of the attitudes of middle-class teachers on the learning processes of disadvantaged youngsters are discussed. In-service training is presented as a course of action.

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34

Clark, A. and Richards, C., "Auditory Discrimination Among Economically Disadvantaged and Nondisadvantaged Preschool Children", Exceptional Children, 33, 259-262 (1966).

The brief article details a study made to determine if there is significant difference between economically disadvantaged and nondisadvantaged preschool youngsters in reference to their auditory abilities to distinguish between verbal sounds. The authors utilized the Wepman Test of Auditory Discrimination. The economically disadvantaged group showed a significant deficiency in auditory discrimination.

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35

Claye, C., "Barriers to Effective Teaching", J. Negro Education, 37, 146-52 (1968).

The study is concerned with (1) what teachers consider their greatest barriers to the full realization of their teaching potential, and (2) what they think needs to be done to remove these barriers.

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36

Clift, V. A., "Curriculum Strategy Based on the Personality Characteristics of Disadvantaged Youth", J. of Negro Education, 38, 94-104 (1969).

This paper provides a list of characteristics identified with many students of disadvantaged backgrounds. Those traits identified have been grouped under three headings: factors of personality, factors of student cognitive functions, and factors in relation to education values. Author states that the task of the teacher is to select objectives which help students deal with their personal problems and acquire essential knowledge.

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37

Clothier, G. et.al., Preparing Teachers for Urban Schools: An Annotated Bibliography for Teacher Education", Mid-Continent Regional Education Lab, Kansas City (1969)(ERIC, ED 033 094)

The bibliography presents a selective reading list for those preparing to work in inner-city areas. Primary attention was devoted to the selection of recent materials relevant to inner-city pupils attitudes, insecurities, anxieties, prejudices, the understanding of the inner-city culture and environment. Material includes references to nonprint items.

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38

Coleman, J. S., "The Adolescent Subculture and Academic Achievement", Amer. J. of Sociol., 337-347 (1960)

The author views academic achievement in terms of the influence of social rewards from the peer groups. Supportive data is included. It is hypothesized that students receiving the best grades are those of mediocre intelligence, because the best students devote their energies to areas carrying greater peer rewards.

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39

Collins, J. F., "The Teacher Education Center Concept: A Unifying Approach to Teacher Education", Educational Leadership, 544-547 (March, 1970).

The Teacher Education Center, a cluster of two or three geographically contiguous schools, is a partnership between a school system and a preparing institution. A full time coordinator serves as a constant resource for both student and supervising teachers. The article includes data on evaluation and implications for teacher education.

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40

Cotter, M. J., "Secondary In-Service Education Program", The Mathematics Teacher 882-884, December, 1967).

The article describes an in-service education program designed to help teachers of mathematics in a group of small New Jersey communities to increase their competence in their field. The primary objective was to aide the teaching of "modern mathematics" and "enrichment courses". The program was successful and enthusiastically supported by the teachers and school systems involved.

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41
Cruickshank, D. R., Inner-City Stimulation Laboratory, Science Research Associates, Inc., Chicago (1969).

This is a program of urban teacher development based on simulation techniques. He attempts to create a lifelike model of a ghetto school and neighborhood so the learner can study and try to understand the setting. In addition, a simulated classroom is presented wherein the learner can assume the role of teacher and confront common problems.

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42
Daniel, W. G., "Problems of Disadvantaged Youth, Urban and Rural", J. of Negro Education, 33, 218-224 (1964).

A general comparison of urban and rural youth, with emphasis on rural farm, and migrant youth is given. A description of characteristics of the various disadvantaged youth groups, and a short discussion of the disadvantages of being a member of a minority race is presented. The article places the responsibility for improving educational and employment opportunities for youth on the adult community.

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43
Darland, D. D., "The New Critics", Journal of Teacher Education, 18 (4), 387-388, 410, (1967).

This short article deals with the preparation of teachers of disadvantaged students. It is taken from a report of a national conference of students and beginning teachers. The young people recommend that educators connect the preparation of teachers with the real world of teaching and offer five suggestions.

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44
Daugherty, L. D., "Working with Disadvantaged Parents", NEA Journal, 18-20, (December, 1963).

This article discusses a Chicago project to bread the "cycle of hopelessness" in a disadvantaged community. It was proposed that schools could not treat the problems of the children effectively without also treating the problems of the parents. The project's major goal was to improve motivation of students who had had unsuccessful elementary school experiences. Skilled staff members--a school social worker, a home economist, a youth activities counselor, a parent educational counselor--worked within the community,

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45
Daw, R. W., and Gage, N. L., "Effect of Feedback From Teachers to Principals", J. of Educ. Psych., 58, 181-188 (1967).

This paper describes an experiment in which 151 principals were rated by their teachers on 12 behaviorally oriented items. The results were fed back to the principal, and a subsequent rating by the teachers showed behavioral changes in the principals in the experimental group. Results suggest feedback of this type improves the behavior of elementary school principals. Suggestions were made for further research.

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46
Della-Dora, D., "The Culturally Disadvantaged: Educational Implications of Certain Social-Cultural Phenomena", Exceptional Children, 28, 467-472 (May 1962).

This article discusses the social-cultural forces which affect schools, the learning process, and solving the educational problems arising from these social cultural forces.

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47
Denemark, G. W., and MacDonald, J. B., "Preservice and Inservice Education of Teachers", Review of Educ. Research, 37, 233-247 (1967).

The article discusses what is currently being done in the field of teacher education. One section of the article (240-241) deals with in-service education, current trends, and practices in this field. Teaching of the disadvantaged child, and preservice and in-service relations are seen as promising areas for research. Training programs for teachers of disadvantaged children are briefly mentioned.

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48
Dennison, J. W., "Construction of a Scale to Measure Attitudes in Elementary Education", College Student Survey, 1 (3), 85-89 (1967).

Procedure used in creating an inventory to assess affective or attitudinal growth in teachers are described. The results are to be used as a possible rationale for the extension of elementary teacher education programs in Canada.

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49
Dickey, F. G., "A Frontal Attack on Cultural Deprivation", Phi Delta Kappan, 398-400 (May, 1964).

The Southern Association of Colleges and Schools and the College Entrance Examination Board united efforts in a five-year plan to provide greater educational opportunities for Negro students (Ford and Danforth funding). Planning and implementation of a program for talented but culturally isolated junior high students was discussed.

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50
Diener, R. E., "A Comparative Study of Selected Needs, Values, and Attitudes of Negro and White Elementary Education Students", Dissert. Abs. 27(9-A), 2825-2826 (1967).

Diener attempts in his study to single out specific values, attitudes, and needs characteristic of female elementary education students, both black and white. He emphasizes child-rearing practices and attitudes toward the classroom children, and derives several tenable conclusions involving concepts of authoritarianism in the classroom, motives for teaching, and general child-rearing attitudes.

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51
Diffusion of Innovations, The Free Press, New York (1962), 81-86.

This book deals with the processes of diffusing innovations. Five stages in the adoption of new ideas or procedures are presented: (1) awareness, (2) interest, (3) evaluation, (4) trial, (5) adoption.

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52
The Disadvantaged Child, Edited by Martin P. Deutsch, Basic Books, New York (1967), "Learning in the Disadvantaged" (Cynthia P. Deutsch), 147-162.

Learning theory has brought about a focus on the learner and his specific characteristics. This paper discusses the characteristics of the disadvantaged, the skills underlying learning, and the stimulus--its organization and presentation. The paper considers verbal, perceptual, and attention characteristics of the disadvantaged and how these affect their learning. Auditory discrimination is also discussed.

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53
The Disadvantaged Child, Edited by Martin P. Deutsch, Basic Books, New York (1967), "The Social Context of Language Acquisition" (Vera P. John and Leo S. Goldstein), 163-175.

The excerpt from the book deals with language acquisition purely within the social context. According to the authors' hypothesis, lower class youngsters have difficulty acquiring flexible verbal skills due to lack of corrective feedback in consistency of referents, and inability to conceptualize into abstract categories. The individual's ability to reason and solve problems is seen to be closely related to his verbal skill.

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54
Dlabal, J. J., "A Study to Identify Distinguishing Characteristics of Teachers Who Work Successfully With Culturally Deprived Children", Dissertation Abstracts, (27-A). 1539 (1966).

The California Psychological Inventory Personal Data Sheet were administered to teachers in the Chicago Metropolitan Area to evaluate differences among groups of teachers who: (1) enjoyed working with deprived children, (2) disliked work with deprived children, and (3) who had always worked better in suburban schools.

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55
Doherty, V. W., "Carnegie Professional Growth Program: An Experiment in the In-Service Education of Teachers", J. Teachers Education, 18, 261-268 (1967).

The Carnegie Professional Growth Program is described. Over 140 courses and workshops for in-service teachers were developed. The in-service program was designed to train outstanding public school teachers as in-service education instructors, and to develop in-service courses and a system for evaluating and improving the courses offered. The program combined the resources of the college and school systems.

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56
Doherty, V. W., "Continuity of Preservice and In-Service Education of Teachers", NEA Journal, 57, 26-27 (1968).

The need for in-service training coordinated with and consistent with preservice training is shown. Local area schools must "unite' not just cooperate with the colleges. Specific examples are given of cities in which this relationship exists. The financial role of the federal government is given briefly (1968) and some federal programs mentioned.

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57
Doolittle, L., "Concept of Ombudsman: Its Application to Teacher Education", J. Teacher Education, 20, 160-167 (1969).

The article compares the concept of the ombudsman and the teacher. Doolittle discusses how a group of teachers acting in the role of an ombudsman (one whose office is to strengthen the bureaucracy by criticizing it from the outside and through this criticism to make it more sensitive to the needs of the individual client) could improve the functioning of a bureaucratic school system.

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58
Dunn, R. S., "Process Dynamics for Teacher Involvement in In-Service Programs", Audio Visual Instruction, 15, 92-94 (1970).

The author assumes that one of the major criteria for evaluating inservice should be the degree to which the selection of focus, planning, programming, and appraising involves each of the participants. Therefore, suggestions are given for the administrator: (1) develop an area of concern, (2) secure faculty involvement, (3) place responsibility with a faculty committee, permit free rein, (4) use consultants, and (5) have continuous inservice.

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59
Dunne, D. M., "Solving Student-Teacher Communication Problems", Educational Technology 107-108 (October, 1969).

This article describes the use of a mobile laboratory which photographs a class session then shows it on a screen for teacher review. This procedure is designed to assist the teacher in improving the teaching technique and communication.

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60
The Educationally Retarded and Disadvantaged, Sixty-sixth Yearbook, Part I, Edited by Paul Witty, National Society for the Study of Education, Chicago (1967) (Muriel Crosby), 168-183.

The article discusses a program in Wilmington, Delaware, concerned with special problems faced by the disadvantaged child in a normal school situation. The teacher coped with these problems by making the school and its teachings more relevant to the child, thus encouraging him to expand his horizons while facing his problems.

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61
The Educationally Retarded and Disadvantaged, Sixth-sixth Yearbook, Part I, Edited by Paul Witty, National Society for the Study of Education, Chicago (1967), Marjorie B. Smiley.

This lengthy article presents a brief history of American educational objectives, and proceeds to elaborate on present trends of objectives. Discussed are major pieces of educational legislation, compensatory education programs, and current political, social, and vocational objectives involved in educational programs, such as the Job Corps.

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62
Education in Depressed Areas, Edited by A. Harry Passow, Teachers College Press, Columbia University, New York (1963), "Teachers for Depressed Areas" (Passow), 237-242.

The article portrays difficulties of inner-city teachers and poses questions about the best way to educate teachers for inner-city work. Preservice programs of Hunter College and Queens College are discussed. There is a conviction that these teachers need special training and compensation of some sort.

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63
Encyclopedia of Educational Research, Fourth Edition, Edited by R. L. Ebel, V. H. Noll, and R. M. Bauer, Macmillan, New York (1969), "In-Service Education of Teachers", (Jack R. Childress), 645-654.

The article summarizes what is currently being done in the United States in in-service education for teachers. An extensive bibliography is included. Teacher, administrator, and government roles are examined. Educational TV and specialized programs are also discussed.

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64
Fantini, M. D. and Weinstein, G., The Disadvantaged: Challenge to Education, Harper and Row, Publishers, New York (1968).

Fantini and Weinstein maintain that through understanding the problems of the educationally deprived, one may come to an understanding of the educational problems confronting all children in America. Their book presents analysis, diagnosis, treatment, and recommendations regarding the education of the disadvantaged. A science of education begins to emerge.

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65

Fawley, R., "Teacher Freedom to Make Instructional Decisions and Its Relation to Classroom Techniques and Staff Morale", Dissertation Abstracts, 27 (2-A), 349-350 (1966).

The study used a functional analysis model to devise hypotheses concerning decision making processes in elementary schools and its relationship to classroom teaching and staff morale. Data were collected using an observation schedule, classroom observation record, job attitude inventory, and questionnaire.

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66

Fils, D. H., "Types of In-Service Meetings Preferred by Teachers of the Trainable Mentally Retarded", Journal of Exceptional Children, 180-182 (November, 1966).

The article deals with the subject of teacher need identification, allowing each in a group of teachers decide which topics would be most meaningful to him. From the original lists, the 20 most preferred topics were selected, and then these 20 topics were each rated by the group. From this rating the topics for inservice were selected. This procedure should produce greater teacher motivation.

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67

Flanders, N., "Teacher Behavior and In-Service Programs", Educational Leadership, 21 25-29 (1963).

The article presents two studies concerned with the same two questions: (1) Will teachers teach differently as a direct result of in-service training and (2) If these changes do occur, has the quality of instruction really improved, or is it just different? The results generally showed that consistency between a teacher's own preferred style of teaching and the methods used in training will influence the progress made by a teacher after training.

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68

Flaxman, E., and Zinn, V., "The Education of the Disadvantaged, Selected Bibliography", Yeshiva University, New York (1967?), (ERIC, ED 011 907).

This bibliography of research, theoretical, historical, and anecdotal material is a brief representative list of references which relfect the current thinking about the training needs of the teacher of socially disadvantaged children.

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69

Fuller, F. F., "Concerns of Teachers: A Developmental Conceptualization," The Research and Development Center for Teacher Education, Austin, Report Series No. 15 (1969).

The article reviews the literature and experiments with two techniques to probe teacher concerns - counseling seminars and written concern statements. The data which was quite consistent, was regrouped into three phases: concerns of (1) pre-teaching, (2) early teaching, (3) late teaching. In this developmental approach, the early teaching phase involves "concern with self", the late teaching phase "concern with pupils."

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70

Galloway, C., "The Hidden Meaning in Negotiating", Ohio School Board Journal, 16-17 (May, 1970).

Dr. Galloway discusses the hidden messages each of us transmits via gestures and other forms of non-verbal communication. The implications that these non-verbal communiqués have for human relations are discussed.

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71

Galloway, C. M., The Instructor, "Nonverbal Communication" (April, 1968).

The article provides details for a short course in nonverbal communication for teacher training, including dress, walk, posture, eye movements, facial expressions, use of space and use of time. The significance of positive and negative non-verbal communication between teacher and pupil is discussed Ideas for experimentation are given.

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72

Gant, J., and Masterson, P., "Preparing for Inner City Schools", J. of Teacher Education, 20 (4), 420-426 (1969).

The article is concerned with the development of planning of an in-service training model which would be applicable to inner-city, as well as other school settings. The article presents the premises on which the model is based, principles necessary to increase teaching effectiveness and four descriptors of the model.

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73
Glammatec, M. C., "Suggested Exercises for Training Inner-City Teachers", Northwest Regional Education Laboratory, Portland (1969)(ERIC,ED 029 840).

The study presents in detail a group of exercises designed to develop organizational skills and personal and interpersonal insight in inner-city teachers. Exercises include a rationale and instructions, and attempt to develop an understanding of: verbal communication, conflict situations, motivating interracial discussions, developing group skills, exploring strategies for creative conflict, structuring decision making.

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74
Goldberg, Miriam L., "Adapting Teacher Style to Pupil Differences: Teachers for Disadvantaged Children", Merrill-Palmer Quarterly, 10, 161-178 (1964).

The article supports two assumptions: (1) the kind of teaching affects the pupil's learning and (2) there are a variety of good teachers suitable to teaching varying groups of students. The author develops a hypothetical teacher model, one with "ordered flexibility". She prescribes reorganization of pre-service and in-service training but concludes that teaching in a depressed area school will remain a hard job.

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75
Gordon, E. W., "Programs of Compensatory Education", American J. of Orthopsychiatry, 40 (4) (1965).

The author discusses handicaps imposed by society on the disadvantaged individual. Physical, social, and mental handicaps of the disadvantaged child are identified: the children's attitudes, research conducted to evaluate their plight, and some programs designed to aid in their development. Included is an inclusive bibliography of literature dealing with education for the disadvantaged.

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76
Grambs, J. D., Intergroup Education Methods and Materials, Prentice-Hall, Inc., Englewood Cliffs (1968).

The book is a source book on cultural education and it suggests methods and materials to help students share the cultures of others. Many methods including role playing scripts, and open-ended stories and use of pictures, books, and films are described. Appendices include open-ended stories and scripts for classroom use, and an extensive subdivided bibliography on numerous facets of intergroup education.

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77
Greer, Colin, "Public Schools: The Myth of the Melting Pot", Saturday Review, 84-86, 102 (November 15, 1969).

Greer maintains that we have long fooled ourselves in regarding education as an instrument of social mobility. Cited are relevant and supportive figures and studies from 1920 until the present illustrating the failure of public education to facilitate the rise of the lower classes and ethnic groups to a higher socioeconomic status. He discusses the rampant failure of metropolitan pupils to reap benefits from an education system geared largely to the middle and upper classes.

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78
Groff, P. T., "Teaching the CD Child", Calif. J. of Educ. Res., 18 (2), 91-95 (1967).

Teacher opinions were collected to evaluate teacher turnover, The majority of teachers were teaching in metropolitan Californian elementary schools with a majority of the students coming from Negro or Mexican-American ghettos. Findings indicated that 22.4 percent turnover was due to teacher shortcomings, 37.2 percent stressed weakness in administration, and 40.5 percent felt that teacher turnover was due to problems with discipline and negative behavior of children. Suggestions for a reduction of teacher turnover are given by the author.

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79
Haberman, M., "The Teaching Behavior of Successful Interns", J. of Teacher Educ., 16 215-220.(1965).

The author describes the results of a 2-year long observation of teaching interns. The study was concerned with the delineation of behaviors of "successful interns": (1) a behavioral demonstration of a belief in the youngsters' potentialities, (2) an ability to organize a classroom situation, (3) enthusiasm for some subject matter, (4) ability to set up appropriate standards, and (5) a willingness to listen.

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80
Hall, J. C., "The Black Thing: A Small Point Maybe", The Journal of Teacher Education, 20 , 406-410 (1969).

The author states that teacher education courses are based on the "we and them" syndrome - presenting the racial problem as black versus white, and thus perpetuating the problem. It is suggested that teacher education needs to examine what is basic to teaching all people, rather than burden teachers with programs based on past history or focused toward teaching one particular racial group.

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81
Hartwell, Agnes A., "An Assessment of Attitudes and Personality Correlations of Title I In-Service Teachers", Dissertation Abstract 29-A, 1806-1807, (1968).

Teachers were given in-service training and then evaluated to assess the results of that training. Both experimental and central groups were presented with the ACT 1 semantic differential instrument. The experimental groups were also post tested with the Structured-Objective Rorschach Test.

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82
Harvey, P. J., "Teacher Attitudes: Subject Matter and Human Beings", Educational Leadership, 27, 686-691 (1970).

The article discusses the detrimental effect of concentrating solely on subject matter and forgetting the human aspects of teaching. The author discusses characteristics of 11-15 year old adolescents and their resistance to a rigid, insensitive classroom.

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83
Havighurst, R. J., "Who Are the Socially Disadvantaged?", J. of Negro Education, 33, 210-217 (1964).

The disadvantaged child is seen as one who is handicapped in the task of growing up to lead a competent and satisfying life in the American society. This child is defined in terms of (1) family characteristics, (2) personal characteristics, and (3) social group characteristics. A good section on restricted and elaborated language form in included.

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84
Hennigan, D. J., "Investigation of an In-Service Seminar to Improve the Educational Attitude of Teachers Toward Educationally Disadvantaged Pupils", Dissertation Abstracts, 29-A , 1806-1807 (1968).

This study was designed to measure secondary teachers' change in personality flexibility and conservative-progressive attitudes toward educationally disadvantaged children, as a result of in-service training. Pre- and post-training testing showed that the attitude of the participating group shifted significantly in the desired direction. Involvement of community people in in-service is seen as a desirable course of action.

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85
Hentoff, N., Our Children Are Dying, Viking Press, New York (1966).

Our Children Are Dying is a most moving book about Dr. Elliot Shapiro and his building and rebirth of P. S. 119. Dr. Shapiro offers much information for both the novice and inexperienced teacher regarding the inner city school. The book helps to allay many misunderstandings about ghetto schools and ghetto children.

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86
Hess, R. D., "Educability and Rehabilitation: The Future of the Welfare Class", Journal of Marriage and the Family, 422-429 (November, 1964).

The author examines the role of communication in educability by studying how mother-child communication influences the development of the child's cognitive processes, which will ultimately predict his success or failure in the school situation.

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87
Hogg, C. C., "A Study to Determine the Extent to Which Student Teachers Can Be Conditioned to Work With the Culturally Disadvantaged", Dissertation Abstracts, 28 (12-A), 4934 (1968).

This study looked at the effects of a program of student teacher training for teaching in deprived districts. Questionnaires testing student reaction in terms of arrogance with children's behavior and students confidence in handling the behavior problems were given before and after student teaching. Confidence was related to ability to handle behavior problems.

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88
Holt, J., How Children Fail, Dell Publishing Company, New York (1964).

This book records a teacher's analysis of how and why so many children fail: the strategies children use to meet the demands made on them, the effect of fear and failure on the children, and the ways schools fail to meet the needs of children. His conclusions should help teachers and parents make children's daily experiences more meaningful.

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89
"How to Plan A Drug Abuse Education Workshop for Teachers", National Clearinghouse for Mental Health Information, NIMH (November, 1969).

The article offers the following guidelines for planning drug education workshops for teachers (they are of value by themselves and also have implications for other in-service programs): (1) philosophies of drug abuse education, (2) objectives of in-service training for drug abuse education for each group involved, (3) orientation program, (4) planning and conducting an in-service training workshop or conference (detailed), (5) workshop programs of varying lengths, (6) bibliography.

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90
Howard, D. P., "The Needs and Problems of Socially Disadvantaged Children as Perceived by Students and Teachers", Exceptional Child, 34, 327-335 (1968).

This study was conducted to determine the needs and problems of socially disadvantaged urban youth as perceived by the students and teachers in public schools located in lower socioeconomic urban areas. Some suggestions to program planning and in-service training are included.

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91
Hughes, R., Gropper, G. L., Kress, G. C., "Training Teachers to Recognize and Manage Social and Emotional Problems in the Classroom", J. of Teacher Educ., 19 (4) 477-485 (1968).

The article introduces a program for new teachers. It identifies behavior problems in the classroom which inhibits learning and describes a program for (1) classifying these problems, (2) managing these problems, and (3) developing insight into attitudes toward problem behavior. The program was not aimed at inner-city teaching, and assumed the teacher would have a class which was heterogeneous in makeup.

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92
The Inner-city Classroom: Teacher Behaviors, Edited by R. D. Strom, Charles E. Merrill Co. Columbus (1966), "The Importance of the Inner-city Teacher" (John H. Niemeyer).

The article discusses the doubt which has been associated with the inner-city classroom and emphasizes the need for change and the need to support the teacher. Ideas are given for successful approaches in the inner-city classroom. Niemeyer suggests that the school's emphasis on discipline devaluates the teacher's role and that education must above all be meaningful to the student.

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93
The Inner-City Classroom: Teacher Behaviors, Edited by R. D. Strom, Charles E. Merrill Books, Inc. (1966), "Diminishing Teacher Prejudice" (A. Harry Passow), 93-109.

Passow reviews the literature dealing with teacher-student culture clash. He describes the effects of middle-class teacher racial bias and stereotypic thinking on learning and teaching in inner-city schools. Suggestions for the preparation of teachers are included.

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94
The Inner-City Classroom: Teacher Behaviors, Edited by R. D. Strom, Charles E Merrill Books, Inc., Columbus (1966), "Teacher Aspiration and Attitude" (R. D. Strom), 21-39.

Strom contends that teacher aspirations and attitudes must favor the progress of all children. He indicates that new teachers assigned to low-income neighborhoods may prejudge their class. Teachers inability to revise expectations without abandoning them is seen to be the greatest deterrent to effective instruction. I. Q. testing and teacher attitudes as exhibited in autocratic and democratic classrooms are also discussed.

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95
In-Service Education. Fifth-sixth Yearbook. Part I, Edited by Nelson B. Henry, National Society for the Study of Education, Chicago (1957), "Introduction" (Stephen Corey) 1-10.

This first chapter summarizes the history of in-service education and its basic factors: the need for inservice, a definition of inservice, the parties involved, their attitudes toward inservice, in-service programs (general discussion), the role played by teacher training institutions in inservice and organization and evaluation of inservice.

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96
In-Service Education. Fifty Sixth Yearbook. Part I, Edited by Nelson B. Henry, National Society for the Study of Education, Chicago (1957), "The Consultant and In-service Teacher Education" (John Goodlad) 174-193.

The article discusses the rationale which underlies the use of a consultant, as well as a set of 7 guidelines regarding the responsibilities of both consultants and employers. The authors also consider group factors affecting change and the consultant's role. Two case studies illustrating various principles discussed conclude the article.

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97

In-Service Education, Fixty-sixth Yearbook. Part I, Edited by Nelson B. Henry, National Society for the Study of Education, Chicago (1957), "The Teachers and The In-Service Education Program" (B. J. Kinnick), 131-152.

The article provides an overall view of in-service education, with emphasis on the role of the teachers. Several in-service programs are discussed in some detail: how the programs were decided upon and carried out, the role of the teacher in planning and implementation. The article emphasizes that teacher involvement in planning motivates the teacher to participate in training.

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98

In-Service Education, Fifty-sixth Yearbook. Part I, Edited by Nelson B. Henry, National Society for the Study of Education, Chicago (1957), "Implications of In-Service Education Programs for Teacher-Education Institutions (J.W. Maucker and D. Pentergraft), 264-282.

The article is a survey of the place of the teachers college in inservice: to prepare the prospective teacher to expect continuous training, to train supervisory leadership for inservice, to provide in-service training to their own faculty.

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99

In-Service Education. Fifty-sixth Yearbook, Part I, Edited by Nelson B. Henry, National Society for the Study of Education, Chicago (1957), "Guidelines for In-Service Education" (C. J. Parker), 103-128.

This chapter of the Yearbook suggests and elaborates on 12 guidelines for planning, organizing, and conducting in-service education activities. "Guideline" is used to represent an operational principle or criterion which may consistently direct individual or group action. The results of the California Co-operative Study of In-Service Education (1950's) were used as a basis.

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100

"In-Service Programs: Many Enroll, But Few Get Credit", Nation's Schools, 82 (1), 49 (1968).

This short article is based on results of a survey about in-service teacher training programs (a 4 percent sampling of 16,000 school administrators, 36 percent responding). In general, teacher attendance was high, 83 percent of the schools offered in-service courses. Reading, math, and teaching methods were the subject of over 50 per cent of the programs. The nature of the course and personnel conducting them varied.

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101

"In-Service School: Brookmeade School, Nashville", The Instructor, 79, 34-36 (1970).

This brief illustrated article describes the recently completed Brookmeade elementary school project. The school developed a highly individualized, somewhat innovative program using visiting teachers to take over classes for up to 2 weeks to free teachers to participate in some form of professional growth or in-service activity.

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102

"Institutionalizing Change Through In-Service Training", School Management, 75-78, (February, 1968).

The program described at Santa Cruz, California, facilitates action on teachers' proposals for improving the quality of education. Projects must be teacher initiated and benefit the whole district. After acceptance by an evaluation committee and approval by the school board, money is allotted for the project. The projects run for 3 years, the first year to plan, the second to experiment, and the third to put into district use.

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103

Jacobs, E. B., "Attitude Change in Teacher Education: An Inquiry Into the Role of Attitudes in Changing Teacher Behavior", J. Teach. Educ., 19 (4), 410-415 (1968).

Seven questions wereraised regarding teacher education programs and changes in attitudes of the prospective teachers. Administration of Valenti-Nelson Survey of Teaching Practices to 1007 students at five teacher education institutions showed those in initial courses of professional education moved away from more rigid and formalized attitudes toward more liberalized democratic points of view. Student-teacher group moved back toward more formalized rigid attitudes

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104

Jennings, R. B., "Technical Devices and Student Dehumanization", Clearing House, 43, 17-18 (1968).

The author asks for a sensible approach to the use of technological and electronic educational devices, warning that these devices may contribute to the dehumanization of the student. Teachers are advised to allow more time for the humanistic interaction among students and teachers.

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105

Johnson, C. E., et.al, "Summary of the Georgia Educational Model Specifications for the Preparation of Elementary Teachers", University of Georgia, Athens (1968)(ERIC, ED 025 492).

A behavioristic model for preservice and in-service training is presented. Teacher performance behaviors and teacher job analysis provide the foundation, and systems analysis the technique. From the development of objectives, and pupil learning behaviors at the elementary level, four teaching jobs were identified: teacher aide, teaching assistant, elementary teacher, and specialist.

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106

Johnson, G. O., "Organizing Instruction and Curriculum Planning for the Socially Disadvantaged", J. of Negro Educ., 33, 254-263, (1968).

The article deals with two theories, identical education for all children and equal education for all children, which the author feels inhibit the planning of good programs for the disadvantaged. Curriculum planning is based on the idea that it is poor practice to merely "fill in" middle-class experiences in order that the socially disadvantaged can understand and benefit from middle-class oriented instruction.

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107

Johnson, H. A., "The Educational Needs of Economically Deprived Children", A. V. Instruction, 16-19, 90-91 (December, 1969).

The article describes various learning inhibiting factors possessed by economically deprived children. Certain audio visuals and programmed materials are suggested as aids in overcoming these needs.

A x B C D E F G x H x I x J K L M N

108

Johnson, K. R., "Culturally Disadvantaged: Slow Learners or Different Learners", Journal of Secondary Education, 45 (1) 43-47 (1970).

This deals with the problems of developing appropriate curriculums for slow-learners, as differentiated from disadvantaged learners. The needs and developmental factors which distinguish the two groups of non-achievers are presented and discussed sociologically.

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109

Johnson, Y. O., "Individualizing In-Service Education", 42 (5), 229-233 (1967).

This brief article focuses on teacher need and motivation, and the potential effectiveness of a highly individualized in-service training program for meeting such needs. Miss Johnson emphasizes the necessity of close ties between teacher and principal, and provides a 2-page list of suggested are areas in which a teacher might become involved and thus more highly motivated.

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110

Josetta, M., "Planning the In-Service Faculty Meeting", Catholic School Journal, 66, 90-92 (1966).

The author presents plans for a teacher in-service training program to improve the handwriting of elementary school pupils. An outline of a program of teacher in-service training to be conducted during faculty meetings is presented.

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111

Kaplan, M., "Urban Culture - We Have Much to Learn from the Inner City", Music Educators Journal, 39-42 (January, 1970).

The author investigates the use of the arts as curriculum, as a force, as an expression of the ghetto. He discusses music, and writing, and draws five general conclusions about the arts and the inner city. Poor imigrant whites of the 20's and 30's are compared to the ghetto black of today.

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112

Kellough, R. D., "Perceptions and Self-Actualization: A Goal for Education and a Theory for Teacher Training", Science Educ., 52 (1), 47-55 (1968).

The article discusses teacher training in general; the techniques used are applicable in both in-service and preservice education. The emphasis is on understanding the student and helping him to understand himself. The use of case studies is presented as a technique for discussion groups in teacher training. Outside reading, role playing and panel presentations were also involved.

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113
Kenney, H. J., "The Subject of Issues: Defining Central Problems and Questions in Preparing Teachers of Disadvantaged", NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth (ERIC, ED 028137).

This paper documents discussions which took place during a 1966 NDEA National Institute task force meeting which attempted to define the disadvantaged child's theories of learning, the curriculum of today, and the need for revision. Examples of teachers who seemed to be successful in teaching disadvantaged children are discussed. A new design for teacher education are included.

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114
Kim. Y. S., "Education of Elementary School Teachers and Administrators in the Republic of Korea, 1958-1964", Dissertation Abstracts (-A), 1465 (1968).

A review of Korean elementary teacher training is presented. Until 1960-1963 in-service education in Korea was administered by numerous institutions in an ad hoc fashion. A 6-year National Plan for in-service education has now been created, and the function of in-service education was added to the responsibilities of teacher training institutions.

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115
Knirk, F. G., and McConeghy, G. L., "Programming Teacher Education in Media: The Wayne State Approach", Audiovisual Instruction, 9, 527 (1964).

This article discusses programs being designed to prepare teachers to use instructional media effectively. Educational TV, programmed instruction, computer programming, and new devices require a changing educational program for teachers. One program deals with description and use of the media, the other with operation of the media.

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116
Langer, P., "Minicourse: Theory and Strategy", Far West Laboratory for Education R&D, Berkeley (February 7, 1969) (ERIC 028 114).

The Minicourse is a self-contained instructional package featuring the video-taping of teaching experiences and self-evaluation. Each minicourse is designed to achieve one specific behavioral objective. Its success is attributed to: (1) the reinforcement of seeing one's self on tape, (2) reinforcement derived from the emphasis on the association of student behavior change with increased teacher proficiency.

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117
Larson, R. G., "School Curriculum and the Urban Disadvantaged: A Historical Review and Some Throughts About Tomorrow", The Journal of Negro Education, 38, 351-360 (1969).

The article discusses the need for a complete curriculum revision for the education of the inner-city disadvantaged child. The author pessimistically states, however, that the future may see little improvement.

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118
Leep, A. C., Creason, F. and Schilson, D. L., "Developing More and Better In-Service Programs", The Clearing House, 113-116 (October, 1968)

The authors support meaningful in-service and on-going education to keep teachers current with new advances in knowledge, curriculum and teaching practices. A plan for a comprehensive program of self-study and curriculum changes is presented.

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119
Lemeshow, S., "A Problem Checklist for Teachers", British J. of Ed. Psych., 38 (3), 310-312 (1968).

The Teacher Operational Problems-Identification is a self-administering checklist of 445 problems faced by teachers in 8 areas of work (persons in authority, peers and staff, community, students and discipline working conditions, methods and curriculum, personal and social and professional roles.) It is intended to help teachers confront and identify their problems as a first step in training. The checklist was validated on 500 secondary teachers (retest r = .96).

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120
Levan, F. D., "Teaching Teachers to Teach the Disadvantaged", Arizona State University, Tempe (1968), (ERIC, ED 025 452).

This is a study of the effectiveness of in-service training in a Title I program to change attitudes of teachers. Differences in semantic differential measuring were correlated between training and untrained teachers. During the 1966-67 year attitudinal changes were noted in one teaching population. The 1965-66 population had shown no change.

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121

Levin, H. M., "Why Ghetto Schools Fail", Saturday Review, 68-69 (March 21, 1970).

Levin has written a brief article accounting for the utter failure of ghetto school systems to capitalize on methods appropriate to inner city, particularly minority children. He concentrates on the misuse of financial resources, particularly those allotted for so-called "compensatory education".

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122

Levine, D. U., "The City as School", NAASP Bulletin, 1-34(December, 1969).

The article discussed the city's role in shaping and educating students and the school's role in producing urban men and women who can live well and wisely in the city. Emphasis was placed on how the city functions as a school and on possible ways to help people in an urban environment achieve an identity compatible with the role of citizen of the city.

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123

"Literature for Disadvantaged Children," Compiled by Lois B. Watt, Office of Education (August, 1968).

This item is a reprint of the section entitled Children's Literature from The Education of Disadvantaged Children. The 144 item bibliography is categorized into topics such as "Poetry and Rhymes", "Intercultural Understanding", and "Urban Life".

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124

Mager, R. F., "Deriving Objectives for the High School Curriculum" N.S.P.I. Journal, 7 (3), 8-14, 22 (1968).

Past attempts at deriving objectives for the high school curriculum are discussed. Steps which should be taken in systematic curriculum design are listed. The author does on to discuss recommended steps for the derivation and development of a comprehensive set of objectives for the secondary-school curriculum.

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125

Mager, R. F., Preparing Instructional Objectives, Fearon Publishers, Palo Alto, (1962).

Defining specific objectives is a basic step toward successfully communicating in any educational system. Dr. Mager effectively demonstrates, via this programmed book, how to define teaching objectives, state them clearly, and measure progress in achieving them.

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126

Mager, R. F., and Pipe, P., "Teacher Training Projects of the Regional Education Laboratories", Mager Associates, Los Altos Hills (September 1, 1969).

This report, which was prepared at the request of the Division of Education Laboratories, provides a cross-institutional assessment of what is going on in the area of teacher training. Teacher training projects are defined as projects whose primary intent is to develop materials designed to change or add to the capability of a teacher or teacher trainee.

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127

Mahan, A. M. and Mahan, T. W., "Changes In Cognitive Style: An Analysis of the Impact of White Suburban Schools on Inner-City Children", Integrated Education, 8, 58-61 (1970).

Project Concern in Hartford, Connecticut, provides some basis for the expectation that the suburban school can have a direct impact upon the cognitive functioning of the inner-city child. Integration affected growth in the direction of greater verbal productivity, increased accuracy in the associative and sorting processes, and enhanced willingness to take risks in terms of verbal responses to situations.

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128

Mariner, A. S., Brandt, E., Stone, E. C., and Mirmow, E. L., "Group Psychiatric Consultation with Public School Personnel--A Two-Year Study", Personnel Guidance Journal, 40, 254-258 (1961).

This paper reports on a two-year California project--one of the early attempts at a group-type psychiatric consultation with groups of public school teachers, counselors and administrators. Problems arising from the use of an unstructured discussion technique and the resulting modification of the techniques are reported. Evaluation attempts are also described.

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129

Martin, G. C., "A Study of the Adequacy of Professional Preparation for Teaching Disadvantaged Children as Perceived by Selected Elementary Teachers", Dissertation Abstracts (1966).

The study concerns the relationship between the type of clinical experience teachers had as preparation and the period of adjustment necessary to accustom them to their teaching situation, particularly in disadvantaged schools. Inadequacies in the professional preparation were identified, and suggestions were made.

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130

McEachern, G., "New Approaches Help Teachers Learn More Faster", Nations Schools, 81, 70-73(1968).

The article briefly describes four "new" approaches to be used in preservice education: simulation, microteaching, interaction analysis, and nonverbal communication.

A_x B_x C__ D__ E_x F__ G__ H__ I__ J__ K__ L_x M__ N__

131

McFarland, W. J., and Williams, L., "Individualizing In-Service Education", Natl. Elem. Principal, 44 (1), 32-36.

The article discusses a plan in use in Montebello, California, to provide individualized in-service education. Each plan is a three-year plan drawn up by the teacher. It covers all phases of professional growth.

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132

McMillan, J. H., "The Influence of Caucasian Teacher on Negro and Caucasian Students in Segregated and Racially Mixed Inner-City Schools", Dissertation Abstracts, 28-A, 5164-5165 (1967).

The article deals with a study analyzing the effect of white teachers on the aspiration and achievements of students in inner-city schools of different racial combinations. Racially mixing a school was not shown to impair or weaken the education of Negroes of Caucasians.

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133

Metzer, P., "Employ the Faculty Meeting for In-Service Training", Catholic School Journal, 66, 88-89 (1966).

The author discusses the use of the faculty meeting for teachers' in-service training. Teacher motivation, principles of effective learning, and evaluation techniques and their relationship to meaningful learning are discussed.

A_x B_x C_x D_x E__ F__ G__ H_x I__ J__ K_x L_x M_x N__

134

Millard, W. A., "Demographic Characteristics of Educationally Disadvantaged Children From Low-Income Urban Families", Dissertation Abstracts, 29 (5-A), 1369 (1968).

The article deals with a normative survey of the characteristics of a seriously educationally disadvantaged population in Washington, D. C. Nondisadvantaged children were the control group. The results of the study are listed and include such characteristics as chronic absenteeism, behavior problems, and some psychological problems. Suggestions for compensatory and intervention programs for the educationally disadvantaged are covered in the dissertation.

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135

Montague, E. J. and Butts, D. P., "Behavioral Objectives", The Science Teacher, 35 33-35 (1968).

Montague and Butts offer the reader a good introduction to the use of behavioral objectives. This article would be a good first choice for the novice.

A__ B__ C__ D__ E__ F__ G__ H__ I__ J__ K__ L__ M__ N__

136

Moore, S. R., "Modern Teacher Education: Some Reflections on Its Ideological Base", Modern Teacher Education, 20 (4) (1969).

The author, professor of an advanced seminar in the philosophy of education, discusses and reviews historically the classes and modern philosophies of education, the scientific method, and John Dewey. Our preoccupation with science and lack of interest in humanity is emphasized.

A__ B__ C__ D__ E__ F__ G__ H__ I__ J__ K__ L__ M__ N__

137
NEA Research Division, "Training Programs for Teachers of Culturally Disadvantaged Children", NEA Research Bulletin, 44, 125-126 (1966).

Most school systems enrolling 50,000 or more pupils provide some program of in-service training for teachers who work in slum areas. These programs may include workshops, faculty meetings, individual counseling for teachers, paid tuition to nearby colleges or universities.

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138
Nearine, R. J., "Hope in Our Time--Some Explorations Into Compensatory Education", Art Education, 22 (1969).

This item discusses the DICUT teacher training program in Hartford, Connecticut. The article points out some of the "positives" the inner-city child possesses.

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139
"Note on the Teacher Education Research Project", Psychology Reports, 15, 670 (1964).

The impact of a teacher's communicative ability on learning and perception of pupils is discussed. A series of tests are mentioned and results collected on preservice and in-service training of a teacher. The work assumes that effective communication depends on similarity of the perception and background of the communicators and that good communication affects classroom performance.

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140
O'Hanlon, J. and Witters, L. A., "Breakthrough, In-Service Education for All Schools", Nebraska State Dept. of Education, Lincoln (1967), (ERIC, ED 015 147).

In this study of in-service education programs in Nebraska and other secondary schools, criticism cut across subject matter and grade lines. 165 teachers and 155 administrators were surveyed. Most felt their school's program of inservice was inadequate and that communication was not good. Both experienced and new teachers wanted similar help: student motivation, individualized instruction, and innovation.

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141
Ohles, J. F., "Challenges for Teacher Education", Peabody J. of Education, 46, 358-362 (1962).

The author states that teacher training institutions should provide leadership in education in their immediate service areas. He points out the need for development of the teacher training curriculum. Students of teaching should be oriented toward the complications of teaching in the city and screening procedures should be studied to eliminate poor teacher prospects.

A x B__ C__ D x E__ F__ G__ H__ I__ J__ K__ L x M x N__

142
Ornstein, A. C., "Anxieties and Forces Which Mitigate Against the Ghetto School Teacher", J. Secondary Ed., 43, 243-54 (1968).

The article contains a general discussion about certain characteristics of ghetto children and how these characteristics help to create "problems" for the inner-city teacher.

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143
Ornstein, A. C., "Teacher Training for 'Difficult' Schools", J. Secondary Ed., 39, 172-173 (1964).

The author offers an approach for securing qualified teachers for "difficult" schools - that they volunteer while still in college. This would allow time for work with underprivileged children, student-teaching under a strong disciplinarian, and a taste of what a "difficult" school is really like.

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144
Parsons, J. L., "Perceptions of Urban Disadvantaged and Non-disadvantaged Junior High School Students", Dissertation Abstracts, 28(12-A), 4880 (1968).

This study explored some perceptions of disadvantaged and non-disadvantaged Junior High School students, and the relationship of these perceptions to vocational maturity. Two schools from each of four communities participated, and over 1,000 students in each group. Distinct differences in the two groups were shown on two perceptive factors and in vocational maturity.

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145
Pharis, W. L., "In-Service Education of Elementary School Principals", NEA Research Division, Washington, D. C. (1966).

The article discusses what in-service education is, why it is necessary for elementary school principals, and how in-service education for elementary school principals can be carried out. It summarizes media available to (a) the individual and to (b) groups, and how these plans can be carried out. Article has an appendix giving actual materials used.

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146
"Port Huron Encounter in Human Relations", Michigan Educ. Journal, 7-11 (April 1, 1968).

The article describes an in-service education program carried out in Port Huron, Michigan. The informal one-day program was based on a series of discussion groups on topics of interest to the group members. There were no group leaders.

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147
Postman, N. and Weingartner, C., Teaching as a Subversive Activity, Delecorte Press, New York (1969).

Postman and Weingartner openly assault outdated and unrealistic teaching methods and offer dramatic and practical proposals to make education more relevant.

A__ B__ C__ D__ E__ F__ G__ H__ I__ J__ K__ L__ M__ N__

148
Poussaint, A. and Atkinson, C., "Black Youth and Motivation", The Black Scholar, 1 (5), 43-51 (1970).

The article deals with the internal motivation (the individual's self concept and needs for achievement, self-assertion, and approval) and the external motivation (society's rewards) of the young Black. Implications for our educational system are explored.

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149
Preparing to Teach the Disadvantaged, Edited by Bruce W. Tuckman and John L. O'Brian, The Free Press, New York (1969), "Human Relations Institute for Teachers of Disadvantaged Children" (Harry L. Miller), 243-256.

The article describes a six-week institute for 45 elementary school teachers working in urban slum areas. It discusses the design of the course, selection of participants, an evaluation and criticism of the course, and some recommendations for future human relations training.

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150
Preparing to Teach the Disadvantaged, Edited by B. W. Tuckman and J. L. O'Brian, The Free Press, New York (1969), "Investing an Education for Teachers: A Sociological Perspective" (W. M. Phillips), 35-47.

This textbook chapter deals with the development of the best possible teacher preparation programs to aid in the compensatory education of "stigmatized" youths. Phillips believes that society requires a major attitudinal overhaul. The realm of sociology is used as an aid in formulating new educational values. The educational system should serve as an instrument of social change, or it is utterly useless.

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151
Preparing to Teach the Disadvantaged, Edited by B. W. Tuckman, The Free Press, New York (1969), "The Teacher and the Psychology of the Deprived (B.W. Tuckman), Chapter 1.

This article comprehensively presents the biological and social needs of the culturally deprived student. Various points are interpreted for the teacher, to aid in the creation of a meaningful learning situation.

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152
"Professional Growth of Teachers in Service", NEA Research Bulletin, 25-27 (March, 1967).

The article summarizes an NEA study of trends and practices of in-service training for teachers. It has a table showing percent of school systems granting leaves of absence for professional reasons, and lists the types of in-service aids to professional growth. An evaluation of an in-service program in improving instructional processes is included.

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153
Quinn, P. F., "In-Service Training in Guidance for the Disadvantaged", The Clearing House, 41, 80-83 (1966).

The author asks for a good guidance program for the disadvantaged, under a guidance counselor, with aid from others on the faculty. An in-service program for the school personnel is broadly outlined. There is a discussion of the reasons and problems associated with being disadvantaged, and of the attitude needs of the counseling teachers.

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154
Radin, N. and Weikart, D., "A Home Teaching Program for Disadvantaged Preschool Children", Journal of Spec. Educ., 1, 183-187(1967).

The Perry Preschool Project of Ypsilanti, Michigan, consisting of a home teaching program involving the mother is described and evaluated. The program involves a daily 3-hour nursery session and a weekly 90-minute private teaching session in the home of each child. The home session portion is discussed in this paper.

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155
Raths, L. E., Harmin, M., Simon, S. B., "Values and Teaching", Columbus: Charles E. Merrill Publishing Company (1966).

Values and Teaching was funded by ESEA Title III as a Human Relation Education Project. The book's focus is on the process of valuing (choosing, prizing, acting) rather than the content, which is seen as a personal decision. The teacher is presented with strategies for teaching about this process: the clarifying responses, the value sheet, and other methods. The book presents a rationale for teaching about values, guidelines for getting started, and research in the area.

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156
Readings in Interpersonal and Organizational Communication, Edited by R. D. Huseman, et.al., Holbrook Press, Inc., Boston (1969), "The Characteristic of a Helping Relationship" (C. R. Rogers), 269-286.

In this selection from On Becoming A Person, Rogers discusses the helping relationship. He concludes by listing 10 questions to help an individual examine how he can create a helping relationship.

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157
Report of the National Advisory Commission on Civil Disorders, J. P. Dutton and Co., Inc., New York (1968).

This is the report of the U. S. Riot Commission, headed by Otto Kerner, which President Johnson appointed in 1967 to explore the causes and extent of civil unrest and violence in the United States.

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158
Reynard, H. E., "Preservice and In-Service Education of Teacher", Review of Educ. Res., 33, 369-380 (1963).

The chapter consists of a general review of the literature (1958-1963) in the preparation of teachers. Bold changes in curriculum or methods of teacher education were not found. Field experience, teacher attitudes and programs designed for liberal arts graduates are included. Research is needed regarding the improvement of perservice programs.

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159
Rivlin, H. N., "A New Pattern for Urban Teacher Education", J. of Teacher Education, 17, 177-184 (1966).

In this relatively brief article, Rivlin details his program for the training of urban teachers through a series of steps involving the individual trainee's competence and personal readiness to assume full teaching responsibility. Suggestions for at least the first 3 years of teaching are offered, as well as a discussion of in-service training for teachers who have attained tenure. Financial aspects of teacher training and motivation are presented.

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160
Rivlin, H. N., "New Teachers for New Immigrants", Teachers College Record, 66 (8), 707-718 (1965).

Rivlin's article discusses the problem of recruiting, educating, and assigning prospective teachers to urban schools where they will meet large groups of immigrant and "disadvantaged" students. Included are guidelines for the goals of his suggested program, and a progression of preservice training steps to be taken in order to produce teachers who derive the maximum experience and benefits from their first critical year in the classroom.

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161
Rivlin, H. N., "The Urban Education Programs at Fordham University's School of Education", Fordham University, Bronx (1968) (ERIC, ED 025 481).

This paper discusses the preparation program for urban teachers, administrators, and other school specialists at Fordham University's School of Education. Features of the program include (1) on-the-job training, (2) learning by performance, (3) theory and practice taught as two parts of the same process, (4) emphasis on the social as well as the individual factors affecting learning.

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162
Roberts, J. D., "A Hard Look at Quality in In-Service Education", The National Elementary Principal, 44 (1), 15-21 (1964).

This article points to the need for high quality in-service curricula. The author discusses some misuses of in-service programs and presents some suggestions for improving inservice.

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163
Rosen, B., "Quality Teaching and the Desegregation Workshop", J. Teach. Educ., 18, 491-494 (1967).

This article discusses workshop teaching to prepare teachers and administrators for the problems faced in desegregated classrooms. The author notes the shortcomings in the basic procedures currently used by workshops: the use of experts, lectures, discussion groups, and films and reading assignments. He gives five specific suggestions for improving the planning of workshops and urges their ongoing and continuous use.

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164
Ross, Frank E., "For the Disadvantaged Student--A Program That Swings", English Journal, 54, 280-283, (1965).

The article describes a program, English S, in Detroit, designed to stimulate and interest disadvantaged students in English. The article describes some of the techniques which are used to attempt to reach this end. The techniques were chosen on the basis of recent research findings concerning needs and problems of disadvantaged youth.

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165
Rowen, B., "The Creative State of Mind: An Application of the Stanislavski Acting Method to Teacher Training", J. Teacher Educ., 19, 47-52 (1968).

This is a description of a graduate course at George Peabody College for Teachers, "Workshop in Creative Method", using techniques similar to those used to train actors. The course included exercises to increase concentration, sensory perception, observation, empathy, and muscular relaxation which permits thought and action. Members of the class each had to prepare a lesson for the rest of the class. The lesson contained qualities of involvement and discovery.

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166
Schultheis, R., "Changing Business Teacher Education to Meet Inner-City National Business Education Needs", National Business Education Quarterly, 38 (2), 13-20 (1969).

The author suggests revision of business education programs to make them more relevant to the needs of culturally different youth found in our inner-city schools: emphasize first hand information; teach about cultural values of minority groups; teach methods of adaptation of subject matter to students' immediate experiences; search to identify and alter distorted visions of office work; place more value on students than on subject matter.

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167
Shapiro, E. et al., "Involving Community and Parents", Division of Teacher Education and Certification, Albany (1967) (ERIC, ED 012 736).

This publication presents a panel discussion regarding school-community relations. Criticisms of teacher education programs are given. The need for parental and community involvement in the school program and teacher involvement with the community is discussed.

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168
Shields, J. J., "Experimental Pilot Program in Teacher Education. A Proposal", The City University of New York, New York (1968), (ERIC, ED 033 063).

This 1969 pilot project to train teachers for the inner-city involved 100 students, 50 of whom were Black or Puerto Rican. A four-year outline, course requirements, requirements for admission, and student evaluation methods are discussed.

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169

Simpson, R. H., "The Teacher's Role to Deal with Human Beings", Amer, Vocational J., 43, 14-61 (1968).

The article describes the roles of the teacher in the learning process: identifying his own goals, helping students with their goals, transmitting information, planning with students, colleges, and administrators, classroom teaching, curriculum construction, while giving individual consideration to the unique needs of each student at all times.

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170

Smith, V., "The Teacher's Prejudices and the Children's Dialects", Indiana University School of Education Bulletin, 45, 129-144 (1969).

The article explores the problem of why many teachers are failing to communicate with the culturally different children in their classrooms. The author feels that many teachers (both black and white) demonstrate linguistic prejudices unwittingly. Suggestions are given for teacher attitude and behavior change.

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171

Social Studies Curriculum Development: Prospects and Problems, Edited by D. M. Fraser (1969), "The Social Studies Teacher and Curriculum Change." (J. S. Gibson)

The article critiques current programs and promising approaches to educational change. Curriculum innovation and teacher in-service training are seen to go hand in hand. It is a treatment of the change process.

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172

Stone, D. E., "An Experimental Study of In-Service Teacher Training to Promote Inductive Teaching and Creative Problem Solving" University of South Florida, Tampa (1969), (ERIC, ED 029 819).

This is a review of study to evaluate the effect of a teacher in-service training program on the teachers' behavior in the classroom. The in-service training program was designed to promote inductive teaching and problem solving. Results indicated that all teachers showed significantly greater inductive tendencies in their classroom technique.

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173

"A Study of In-Service Programs in Chester and Delaware County Schools", Service Project and Area Research Center, West Chester, Pa. (1968). (ERIC, ED 028 962).

598 educators from a sample of public, diocesan, and independent schools in two counties were surveyed for information on the content and quality of their in-service programs for school personnel. Their responses to 16 questions are categorized and interpreted with recommendations for the counties' in-service programs. The report is presented in a very clear and communicative form.

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174

"Summary of the Teacher-Innovator: A Program to Prepare Teachers", Columbia University Teachers College, New York(1968), (ERIC, ED 033 054).

This report develops a model designed to create teacher education programs which promote innovation and a scientific study of education. The concern is with teacher participation in the re-creation of education forms and substances, rather than socialization to existing school patterns.

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175

Swineford, E. J., "A Study of Factors that Affect Teaching Behavior", California Journal of Educ. Research, 14, 214-224 (1963).

This study was conducted to determine factors which affect teacher behavior. The subjects were 33 junior high teachers who were once students of Dr. Swineford. IOTA, Instrument for the Observation of Teaching Activity, was the test instrument.

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176

Taba, H., "Techniques of In-Service Training" Social Education, 29, 464-476 (1965).

The paper deals with three questions: (1) currently what are the chief areas of concern to in-service training, (2) what kind of in-service training is needed, and (3) what do answers to (2) and (3) imply for the method of planning and the techniques of the in-service.

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177
Talmage, H. and Monroe, G. E., "A New Perspective on Student Teaching", The Clearing House, 44, 330-333 (February, 1970).

The paper describes a new program of teaching education at the University of Illinois. The teaching experience is concurrent with education courses and individualized seminars, and continuous for 2 or 3 years. The student begins as a teacher's aide and progresses to taking over a whole class.

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178
Talmage, H. and Monroe, G., "The Teacher as a Teacher Educator: A Self-Regenerating System", Educational Leadership, 27, 609-613 (1960).

The Cooperative Program in Urban Teacher Education (CPUTE) is a preservice program based on two premises: (1) participation in the program should be broad based and (2) everyone is a learner. An in-school learning center is composed of teachers, teacher candidates, university staff, parents, community members, administration, and school-community representatives.

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179
Tannenbaum, A. J., Dropout or Diploma, Teachers College Press, New York (1966), 17-35.

The article discusses the motivation of high school dropout and what the school might do. The high school diploma is not seen as a "union card" to success. The goal is not merely to keep the individual in school but to make his schooling relevant to his life situation and thus enable him to cope with his other problems.

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180
Taylor, B. L., "The In-Service Education Needs of New Teachers", Calif. J. of Educ. Res. 12, 221-223 (1961).

This is a follow-up study of 218 recent teacher graduates to assess (1) problems most frequently encountered, (2) areas in which additional training was needed, (3) in-service training being offered. Excluding administrative problems, classroom control and motivation of students were principal problems. However, subject matter was an overwhelming first in the desire for additional training.

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181
"Teaching and Teacher Education for Urban Disadvantaged Schools" Edited by Harry N. Rivlin, J. of Teacher Educ., 16 (1965), "The Teacher of the Disadvantaged" (Herbert Schueler), 174-180.

Schueler presents the school as an instrument to restore social mobility to the lower classes. The teacher must: know his students and their environment, be equipped with ways to order and guide learning, be able to possitively affect the human climate of his classroom.

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182
"Three Gimmicks That Help Teachers Grow", School Management, 89-93 (February, 1968).

The article discusses three methods in use in Aurora, Illinois, to evaluate and improve teacher performance. One technique, tape recording class sections, enables teacher to judge his own performance or have it judged by others. Written inventories of teachers by students enables the teacher to see his strengths and weaknesses. Discussion teams of principal, teachers, and students opens up communication between these three groups involved in the learning process.

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183
Traxler, M. E., "An Agenda for Education in the Inner City", NCEA Bulletin, 55-58 (November, 1969).

This paper stresses the need for cultural and racial integration. The deplorable conditions of inner-city schools and the failure of ghetto schools to meet student needs are stressed. City-wide planning and 24-hour use of the school plant, the total community curriculum needs, and cooperation on the part of colleges training teachers to work in inner-city school systems are issues discussed. Some ideas for planning are listed.

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184
"Troubled Youth Speaks to a Troubled World", Arizona Teacher, 57, 6-9, 25-31 (1969).

Arizona Teacher managing editor, Peter C. Barclay, conducted roundtable discussions with nine selected high school and college students on demonstrations, drugs, rejection of standard sexual mores, dress, school structure, and the so-called "establishment". The students' answers, given in their own words, are all against standards of conduct and patterns they probably inherited.

A__ B__ C__ D__ E__ F__ G__ H__ I__ J__ K__ L__ M__ N__

185

Trow, C., "Behavioral Objectives in Education", Educational Technology, 7 (24), 6-10 (1967).

Three maxims for the use of behavioral objectives are given: (1) learners should know what they are supposed to be able to do, (2) learners should be taught in ways by which they can learn what is expected, and (3) behavioral objectives should fit the capacity of the learners. The article also offers some useful suggestions in "getting teachers started" in the use of behavioral objectives.

A__ B__ C__ D__ E__ F__ G__ H__ I__ J__ K__ L__ M__ N__

186

Tuckman, B. W., and Oliver, W. F., "Effectiveness of Feedback to Teachers as a Function of Source", J. of Educational Psychology, 59, 297-301 (1968).

Two hundred eighty-six teachers were separated into groups by years of teaching experience and subjected to one of four conditions: feedback from students only, from vice-principal only, from both students and supervisors, and from neither. Student feedback led to positive change among teachers, the less experienced teachers showing greatest receptivity. Experienced were more receptive to supervisor feedback.

A x B__ C x D x E x F__ G__ H__ I__ J__ K x L x M__ N__

187

Ulibarri, H., "Teacher Awareness of Sociocultural Differences in Multicultural Classrooms, Sociological and Social Research, 45, 49-55 (October, 1960).

100 teachers teaching Anglo, Indian, and Spanish-American children were tested to show teacher sensitivity to the sociocultural differences to these ethnic groups. Greatest awareness was to differences in oral proficiency, least toward differences in psychological needs, civic responsibility, and economic efficiency.

A x B__ C__ D__ E__ F x G x H x I__ J__ K x L__ M__ N__

188

Utsey, J., Wallen, C., and Beldin, H. O., "Simulation: A Breakthrough in the Education of Reading Teachers", Phi Delta Kappan, 47, 572-74 (1966).

The authors developed and tested simulation materials for training preparatory and in-service teachers to assess children's specific reading requirements, and to identify types of instructional material needed in an attempt to bridg the gap between theory and practice.

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189

Veldman, D. J., and Peck, Robert F., "Student Teacher Characteristics From the Pupil's Viewpoint", Journal of Educational Psychology, 54, 346-355 (1963).

The article describes the development of an instrument designed to reduce the development of the everyday observations of pupils to reliable measures of important aspects of teacher behavior. The staff developed a questionnaire called the Pupil Observation Survey (POSR) to be used in the study.

A x B__ C x D__ E x F__ G__ H__ I x J__ K x L x M__ N__

190

Vontress, C. E., "Our Demoralizing Slum Schools", Phi Delta Kappan, 45, 77-81 (1963).

This article discusses the demoralizing situation in slum schools for the Negro parents, teachers, students, and Negro principal. The author examines in detail the cultural background and problems of the Negro parent, the effect on the Negro children, the school, and teacher's situation. The author then looks at what must be done to better the school and to keep the disadvantaged child in school.

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191

Wagner, G., "What Schools are Doing Toward Instructional Improvement", Education, 88, 88-93 (1967).

The article is somewhat general in its discussion of national curricular projects. The author suggests that schools compile their own list of current priorities for instructional improvement.

A__ B__ C__ D__ E__ F__ G__ H__ I__ J__ K__ L__ M__ N__

192

Walker, E. W., "In-Service Training of Teachers to Work with the Disadvantaged", The Reading Teacher, 18, 493-498 (1965).

The article emphasizes the importance of reading in overcoming the handicaps of the disadvantaged and mentions some of the problems associated with poorer schools. The author recommends in-service training for teaching reading to the disadvantaged and an internship in inner-city schools as part of preservice teacher training for inner-city teaching.

A x B__ C__ D x E__ F x G x H x I x J x K__ L__ M__ N__

193

Warren, P. B., "A Study of Lower Class and Middle-Upper Class Students' Perception of the Behavioral Traits of the Effective Teacher", Dissertation Abstracts, 29 (2-A), 523 (1968).

Lower class and middle upper class students selected items identifying desirable teacher behavior. There was a difference in the two groups, the middle upper class selecting more affective items in identifying the best teachers. The test used the critical incidence technique with behaviors categorized as affective or cognitive by a panel of judges.

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194

Weiner, M., and Murray, W., "Another Look at the Culturally Deprived and Their Levels of Aspiration", Journal of Educational Sociology, 36, 319-321 (1963).

The article discusses the differences in the middle-class parent's and the lower socioeconomic class parent's concern for scholastic success by their children. Both reply they want their child to attend college. The authors urge that culturally deprived parents and children be encouraged to strive for higher levels of aspiration, via part-time employment, scholarships, and educational grants.

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195

Westby-Gibson, D., "Inservice Education: Perspective for Educators", Far West Laboratory for Educational Research and Development, Berkeley (1967), (ERIC, ED 015 161).

This report reviews the literature (1950-1967) in in-service education and draws implications for the social setting, structure, teacher, teacher-school interaction, and change processes. Systems analysis in group work, new instructional media, new uses of staff, new approaches to scheduling, finance, and cooperation are discussed. The role of in-service administrator and teaching of the disadvantaged are also presented.

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G x
H x
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196

White, W. F., Anderson, H. E., "A Study of Scaled Dimensions of Teacher Behavior as Perceived by Students", The Journal of Psychology, 65 (2), 223-232 (1967).

The authors discuss teacher behavior as perceived by students. This study compared the domain of teacher behavior as measured by the semantic differential, with the results of the Pupil Observation Survey scale.

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197

Wilhelms, F. T., "Exploring New Paths in Teacher Education", Theory Into Practice, 3, 16-20 (1964).

To change the professional sector of teacher education, a 5-year exploratory program funded by NIMH was undertaken at San Francisco State College. Theory and experience seemed inadequately related in teacher education, so student teaching was expanded to three or four semesters part-time. The program has a core curriculum and a flexible content dependent on student interest. Program evaluation is included.

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198

Willerman, M., "A Study of the Effect of Objective Student Information on Teacher Perception of Culturally Disadvantaged Students", Dissertation Abstracts, 29 (2A), 490-491 (1968).

This study measured the effect of objective factual student information on teacher attitude toward children in their own classes. Objective student information did not seem to significantly alter teacher attitude toward the students in the experimental or control groups. No negative relationship was measured between teacher and student because of stereotypes.

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199

Wise, S. J., Nordberg, R. B., and Reitz, D. J., Methods of Research in Education, D. C. Heath and Company, Boston (1967).

The authors contend that great gains in educational theory and practice are dependent upon research. Their book is a practical guide to educational problem solving. Methods discussed are as follows: development of hypotheses, literature review, historical method, survey method, case studies, experimental method, statistics, philosophic method and format.

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200

"Workshop: How to Improve Your In-Service Training", School Management, 13, 6 (1969).

This brief excerpt discusses an in-service program designed to bridge the gap between educators in the field and educators in the universities. A professor of the University of Nevada, directs the in-service program for the entire Clark County District. He organizes and administers professional growth courses that are not offered by the regular university curriculum.

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C x
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201

Yee, A. H., "Interpersonal Attitudes of Teachers and Advantaged and Disadvantaged Pupils", Journal of Human Res., 3, 327-345. (1968).

This report deals with teacher-pupil interaction. A variety of variables are discussed, such as social class status, ethnic background, family income, father's occupation, grade level, and teacher characteristics of sex and years of experience.

A x
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G x
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K x
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202

Zwerdling, P., "Student Human Relations Workshops", Journal Sec. Ed., 43, 74-87 (1968).

The article describes a student human relations workshop which was developed to improve the school relations with parents, the community, and community agencies. The experimental program for Junior and Senior high schools was in operation in the Los Angeles City School. The article has definite implications for in-service planners concerned about student inputs.

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APPENDIX C

ADVISORY CONFERENCES

APPENDIX C

ADVISORY CONFERENCES

ADVISORY CONFERENCE 1

What does an urban teacher development decision maker do? Which of his functions does be consider to be most important? Which of his functions would he eliminate if he could?

As researchers, we had to answer these questions before we could communicate effectively with the targeted audience. You, the teacher developer, had to provide answers to these questions because your role is frequently ill-defined with definitions varying from place to place.

Advisory Conference 1 sought to initiate progress toward answering these questions. Setting the goals was the first step in planning the conference:

To achieve an open and productive environment for the study of in-service teacher training.

To demonstrate a variety of conference styles.

To communicate some research results related to in-service teacher training.

To encourage participation in formulating a valid set of guidelines for in-service decision making.

To impart increased awareness and sentivity to the role and importance of urban in-service teacher training.

To collect proper related information through personal communication.

These goals then guided further planning which included setting the objectives and developing appropriate activities. The following objectives were developed:

I. Given an introduction to the problem of role specification, the group will generate a minimum of five different role categories.

II. Given selected role categories, each small group will generate a minimum of twelve functions per category.

III. Given a listing of functions performed by in-service administrators, each participant will separate the list entries into functions he performs and functions he does not perform.

IV. Having a sorted array of functions performed, each participant will rank those functions by frequency placing the most frequently performed functions before those performed less frequently.

V. With a frequency sequenced array of functions, the participant will enter the function on the information sheet in appropriate sequence.

VI. For each ranked function, the participant will record a value (0-4) indicating the importance of the function.

VII. For each evaluated function in the ranking, the participant will indicate the function as an in-service function or an "other" administrative function.

Based on the above objectives the participants first worked in large and small group role information generation activities. Objectives I and II were not met by this act.

After the large and then small groups had listed over 100 functions which they perform, the functions were ranked.

The ranked functions were then data processed and a printout produced. The printout contained a listing of all the functions generated, arranged by frequency of performance, and rated for importance and relevance to in-service activities. The product of Advisory Conference I was that printout. It is included with this summary as Table C-1.

A GENERALIZED FUNCTIONAL ROLE DESCRIPTION FOR THE ADMINISTRATOR OF IN-SERVICE TRAINING. PAGE 1

MEAN RANK	FUNCTION NO.	DESCRIPTION	IMPORTANCE 0	1	2	3	4	IN-SERVICE YES	NO
10.0	43.	INSTITUTING COURSES (INSERVICE) FOR TEACHERS AND PROFESSIONAL GROUPS	0	0	1	0	6	7	0
13.3	32.	PROGRAM DESIGN IN COOPERATION WITH UNIVERSITIES	0	0	0	4	3	6	1
14.4	74.	WORK WITH OTHER ADMINISTRATORS WHO ARE PLANNING INSERVICE ACTIVITIES	1	0	0	3	3	7	0
16.6	81.	WORK WITH ADMINISTRATORS TO DETERMINE TRAINING NEEDS	0	0	0	3	4	7	0
17.0	49.	PUBLISH BROCHURES ON IN-SERVICE TRAINING	0	0	0	2	4	5	1
18.3	76.	PREPARE BUDGET FOR INSERVICE ACTIVITIES-IMPLEMENT BUDGET	0	0	1	3	3	6	1
19.8	41.	DESIGNING GUIDELINES FOR PROFESSIONAL GROWTH REQUIREMENTS	1	0	1	0	3	3	2
20.1	84.	PREPARE AND DISSEMINATE INFO ABOUT INSERVICE OPPORTUNITIES	0	0	1	2	4	7	0
21.1	54.	RECRUIT INSTRUCTORS FOR INSERVICE COURSES	0	0	0	3	4	7	0
22.7	78.	WORK WITH UNIV DEANS AND COLL DEPT HEADS TO DEVEL CONCEPT PAPERS-PROPOSALS	1	0	1	5	0	6	1
23.8	58.	COST OUT PROGRAMS HAVE IT APPROVED	0	0	1	1	3	4	1
24.5	42.	WK WITH STATE COLL UNIV TO IDENTIFY AND IMPLEMENT INSERVICE OPPORTUNITIES	1	1	1	2	3	6	0
24.8	122.	REQUEST, ACCEPT STATE, FED FUNDS FOR INSERVICE SUPPORT (PROPOSAL WRITING, COOR)	0	1	1	1	3	4	2
25.4	34.	RECRUITING PROSPECTIVE TEACHERS	1	1	0	1	2	0	5
25.6	62.	ATTEND MEETING ON PROJECT	0	1	2	2	2	5	2

IMPORTANCE...
0 = NOT AT ALL IMPORTANT
1 = OF SLIGHT IMPORTANCE
2 = OF MODERATE IMPORTANCE
3 = OF FAIRLY GREAT IMPORTANCE
4 = OF VERY GREAT IMPORTANCE

TABLE C-1.

A GENERALIZED FUNCTIONAL ROLE DESCRIPTION FOR THE ADMINISTRATOR OF IN-SERVICE TRAINING, PAGE 2

MEAN RANK	NO.	FUNCTION DESCRIPTION	IMPORTANCE 0	1	2	3	4	IN-SERVICE YES	NO
25.8	56.	EVALUATE THE COURSE ITSELF (DESIGN EVALUATION INSTRUMENT)	0	0	3	0	3	5	1
26.5	37.	ARRANGING FIELD EXPERIENCE FOR PROSPECTIVE TEACHERS	1	0	1	1	1	2	2
26.6	110.	FIND PLACE TIME AND RESOURCES TO MEET TRAINING NEEDS	0	2	2	2	1	4	3
27.4	75.	RECRUIT PERSONNEL TO HELP IN INSERVICE ACTIVITIES	0	0	2	3	2	7	0
27.5	50.	ARRANGE FACILITIES , EQUIPMENT , MATERIALS	0	2	3	0	1	3	3
27.7	1.	INTERACT WITH OTHER ADMINISTRATORS (WITH IN-OUTSIDE OWN DISTRICT)	0	0	2	3	3	4	4
27.9	27.	PROGRAM DESIGN FOR PROPOSALS	0	1	2	2	2	4	3
28.0	61.	COORDINATE PROJECT ACTIVITIES WITH UNIVERSITY OR GROUP DOING PROJECT	2	0	1	2	2	5	2
28.2	38.	PLACING STUDENT TEACHERS	1	0	1	0	2	0	4
29.3	43.	ARRANGING AND APPROVING TEACHER SCHOLARSHIP PROGRAMS	0	1	0	2	0	3	0
29.9	100.	KEEP ADMINISTRATORS ABREAST OF WHAT IS GOING ON SO THEY CAN ADVISE THE BOARD	0	1	1	1	5	6	2
30.4	73.	SET UP INSERVICE TRAINING OPPORTUNITIES FOR ADMINISTRATORS	0	0	1	1	5	7	0
30.7	34.	SEND INFORMATIVE MATERIALS TO PARTICIPANTS	2	0	3	2	1	5	3
31.1	96.	VERBALLY REPORT PROGRESS ON PROJECTS	0	0	2	3	2	5	2
31.8	28.	DESIGN AND CONTENT EVALUATION FOR PROPOSALS	0	1	2	1	1	3	2

IMPORTANCE...
0 = NOT AT ALL IMPORTANT
1 = OF SLIGHT IMPORTANCE
2 = OF MODERATE IMPORTANCE
3 = OF FAIRLY GREAT IMPORTANCE
4 = OF VERY GREAT IMPORTANCE

TABLE C-1 (Cont.)

MEAN RANK	NO.	FUNCTION DESCRIPTION	IMPORTANCE 0	1	2	3	4	IN-SERVICE YES	NO
32.5	79.	INFORM ADMINISTRATORS OF ACTIVITIES OF MY DEPT	0	0	2	1	5	6	2
32.6	89.	UTILIZE COMMUNITY FOR IN-SERVICE CONSULTING, MATERIALS, TRAINING	0	0	0	5	0	4	1
33.1	15.	DEAL WITH PROFESSIONAL ORGANIZATION (FOR TEACHERS, ADMINISTRATORS)	1	1	1	1	3	4	3
33.7	18.	WRITE, REVIEW, ADVISE PUBLICATIONS (IN-SERVICE AND OTHER)	0	0	2	2	2	5	1
33.7	8.	INTERACT WITH AUXILIARY PERSONNEL (CUSTODIANS THRU TEACHERS)	0	2	2	1	2	5	2
34.0	114.	REPORT TO SUPT FOR HIS PERIODIC REPORTS TO BOARD	0	0	0	1	4	3	2
34.0	26.	OBJECTIVE STATING IN PROPOSALS	0	2	1	3	0	2	4
34.2	48.	CHOOSING COOPERATING TEACHERS FOR WORK WITH STUDENT TEACHERS	1	0	2	0	2	0	5
34.5	47.	PARTICIPATING IN PILOT TRNG PROG PERTAINING TO NEW POSITIONS IN SCHOOL SYSTEM	1	0	0	2	1	2	2
35.0	105.	IDENTIFY AND ARRANGE FOR CONSULTANT SERVICE (STATE, LOC., AND NATL.)	0	0	2	4	1	6	1
35.5	101.	MAKE RECOMMENDATIONS FOR CHANGE	0	1	1	1	5	7	1
36.4	35.	SELECT PARTICIPANTS FOR INSERVICE PROGRAMS	1	2	2	3	0	5	3
36.4	31.	COORDINATION WITH EPDA AND TITLE III	0	2	1	3	1	5	2
36.5	29.	BUDGET PLANNING AND ACCOUNTING FOR PROJECTS	0	2	1	2	1	2	4
37.0	107.	COORDINATE WITH OUTSIDE INSTITUTIONS ABOUT HUMAN AND MATERIAL RESOURCES	1	0	1	3	0	3	2

IMPORTANCE...
0 = NOT AT ALL IMPORTANT 2 = OF MODERATE IMPORTANCE 4 = OF VERY GREAT IMPORTANCE
1 = OF SLIGHT IMPORTANCE 3 = OF FAIRLY GREAT IMPORTANCE

TABLE C-1 (Cont.)

A GENERALIZED FUNCTIONAL ROLE DESCRIPTION FOR THE ADMINISTRATOR OF IN-SERVICE TRAINING, PAGE 4

MEAN RANK	NO.	FUNCTION DESCRIPTION	IMPORTANCE 0	1	2	3	4	IN-SERVICE YES	NO
37.3	87.	DESIGNING INCENTIVES FOR TCHRS + OTHERS TO PRTICTPT IN IN-SERVICE PROGRAMS	0	0	2	2	2	6	0
38.5	19.	APPROVE/DISAPPROVE BUDGET FOR PROFESSIONAL MEETINGS	1	2	0	1	0	2	2
38.8	109.	DEVISE AND IMPLEMENT FEEDBACK METHODS	0	0	0	5	1	6	0
39.0	23.	DISSEMINATE RESEARCH AND OTHER INFORMATION	0	0	1	6	0	4	3
40.2	111.	ATTEND STAFF SUPERVISORS MEETINGS	1	1	2	0	2	3	3
40.6	52.	WRITE REQUISITIONS FOR MATERIALS	0	3	2	2	0	2	5
40.7	86.	INITIATING + ADMINISTERING + APPROVING PRGMS OF INTER-SCHOOL VISITATION	2	0	2	0	0	2	2
41.3	77.	WORK WITH OTHER ADMINISTRATORS TO PLACE PERSONS IN FED FUND AND INNOV PROGRAMS	0	3	2	0	1	2	4
41.4	118.	PROVIDE MOTIVATIONAL TECH TO ADMIN TO INFLUENCE ALL PERSONNEL TO PARTICIPAT	0	0	2	1	2	5	0
41.5	57.	ESTABLISH PERSONNEL EMPLOYMENT, DISMISSAL PROCEDURES	1	0	0	0	1	0	2
42.0	44.	PLAN IMPLEMENT REQUIREMENT THAT TEACHER COMPLETE APPROVED HUMAN RELATIONS COURSE	0	0	3	1	0	3	1
42.5	25.	NEEDS ASSESMENT FOR PROPOSALS	0	1	1	2	2	3	3
42.6	33.	ESTABLISHING RECRUITMENT CRITERION WITH UNIVERSITIES	1	1	1	2	0	0	5
42.7	69.	PARTICIPATING IN WORK SESSIONS TO FIND OUT WHAT SPONSORS WANT	0	0	1	2	1	3	1
42.8	68.	WRITE PERIODIC REPORTS ON PROJECTS	0	2	1	3	0	3	3

IMPORTANCE...
0 = NOT AT ALL IMPORTANT 2 = OF MODERATE IMPORTANCE 4 = OF VERY GREAT IMPORTANCE
1 = OF SLIGHT IMPORTANCE 3 = OF FAIRLY GREAT IMPORTANCE

TABLE C-1 (Cont.)

MEAN RANK	FUNCTION NO.	DESCRIPTION	IMPORTANCE 0	1	2	3	4	IN-SERVICE YES	NO
43.4	20.	WRITE ANNUAL REPORT	0	3	3	0	1	2	5
43.5	121.	MEETG WITH STATE ED DEPT OFFICIALS CNCRN TEACHER ED PROGMS (INTER + INTRA-STATE)	1	1	2	3	1	6	2
43.7	42.	ARRANGING AND APPROVING SABBATICAL LEAVES FOR TEACHERS	1	1	0	1	0	2	1
43.7	106.	PROMOTE AND DEMONSTRATE THE USE OF SELECTED INSTRUCTIONAL MATERIALS	0	0	3	0	0	3	0
43.7	85.	DESIGNING FREE FORM COURSES FOR TEACHERS	1	0	0	2	0	2	1
44.4	116.	SECURE FUNDS FROM FOUNDATIONS ETC FOR INSERVICE SUPPORT	0	2	0	2	1	3	2
44.5	30.	DISSEMINATE PROJECT INFORMATION ON LOCAL PROJECTS	0	1	2	2	1	5	1
45.0	45.	MEET UNION REPRESENTATIVES CONCERNING INSERVICE PROGRAMS, STIPENDS	1	0	0	0	2	2	1
46.4	7.	INTERACT WITH COMMUNITY AGENCIES	1	1	2	3	0	4	3
46.7	9.	INTERACT WITH STUDENTS (SENIORS)	2	0	0	0	1	1	2
46.7	124.	SERVE ON GOVT SPONSORED COMMITTEES (LOCAL, STATE, NATL, INTERNATL)	2	1	2	2	0	5	2
47.2	117.	KEEP BOARD OF EDUC AWARE OF ACTIVITIES AND RESULTS	0	0	2	0	4	2	4
48.6	13.	INTERACT WITH CITY ADMINISTRATORS AND OFFICIALS	2	0	1	2	0	2	3
48.8	102.	MAINTAIN GOOD PUBLIC RELATIONS SO BOARD IS AWARE WHEN ISSUE COMES UP	0	1	1	0	4	4	2
49.0	46.	COMPILE TEACHER REPORTS ON PROFESSIONAL MEETINGS	0	0	1	0	0	1	0

IMPORTANCE...
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1 = OF SLIGHT IMPORTANCE 3 = OF FAIRLY GREAT IMPORTANCE

TABLE C-1 (Cont.)

MEAN RANK	NO.	FUNCTION DESCRIPTION	IMPORTANCE 0	1	2	3	4	IN-SERVICE YES	NO
49.2	112.	CONFER SLIM DEPT HEAD REGARDING WORKSHOPS	0	0	4	0	1	4	1
49.7	80.	REFER ADMINISTRATIVE TASKS TO APPROPRIATE PERSON	0	2	0	2	2	2	4
50.6	72.	ESTABLISH PROCEDURES WITH MODEL CITIES FOR EMPLYMNT TO MEET COMMUNITY APPROVAL	2	1	2	1	1	2	5
51.0	113.	WRITE NEWS RELEASES	0	1	1	1	0	1	2
51.2	53.	WRITE JOB DESCRIPTIONS INCLUDING SALARY	1	3	1	0	0	0	5
51.3	94.	COLLECT, DISTRIBUTE INFO FROM GROUPS FOR NEW TEACHERS (MAPS, BROCHURES, ETC)	2	3	1	0	0	3	3
52.5	104.	KEEP INTERESTED ORGANIZATIONS INFORMED AS TO WHAT YOU ARE DOING	1	1	2	1	1	2	4
53.2	67.	PLACE LD CALLS ON CONTRACT DETAILS, NEGOTIATIONS	1	1	1	1	1	0	5
53.4	71.	NEGOTIATE WITH MODEL CITIES COMMUNITY WITH REGARD TO NEW PROGRAMS	1	0	2	2	0	3	2
54.8	96.	ACT AS CONSULTANT TO COMMUNITY GROUPS WHO OFFER IN-SERVICE TRAINING	0	0	2	3	0	4	1
55.0	92.	ANSWERING CALLS, REQUESTS FROM PUBLIC	2	0	1	2	0	0	5
55.6	70.	KNOW PROCEDURES FOR APPROACHING VARIOUS GROUPS TO OBTAIN MONEY	0	0	1	1	3	2	3
56.7	55.	EVALUATION OF AUXILLARY PERSONNEL (PREPARE FORMS ASSESS NEEDS)	2	0	0	1	0	0	3
59.5	88.	IDENTIFY POWERS WITHIN COMMUNITY AND GROUPS	1	1	0	2	2	1	5
59.8	65.	MEET W/SPONSORS TO BE FAMILIAR WITH THEIR GUIDELINES, PHILOSOPHY, ETC	0	0	1	3	1	4	1

IMPORTANCE...
0 = NOT AT ALL IMPORTANT 2 = OF MODERATE IMPORTANCE 4 = OF VERY GREAT IMPORTANCE
1 = OF SLIGHT IMPORTANCE 3 = OF FAIRLY GREAT IMPORTANCE

TABLE C-1 (Cont.)

MEAN RANK	NO.	FUNCTION DESCRIPTION	IMPORTANCE 0	1	2	3	4	IN-SERVICE YES	NO
60.0	66.	NEGOTIATE CONTRACTS WITH SPONSORS	1	1	1	1	1	1	4
60.2	115.	FOLLOW UP INSERVICE EFFORT WITHIN DISTRICT	1	0	2	1	0	3	1
62.2	103.	INVITE BOARD TO SPEAK TO TEACHERS, PARTICIPATE IN TRAINING	1	0	1	2	0	3	1
64.2	60.	WRITE CONTRACTS	2	3	0	0	0	0	5
64.5	63.	DETERMINE IF COURSES WHICH HAVE BEEN DESIGNED MEET CERTIFICATION REQUIREMENTS	1	0	1	0	0	1	1
65.2	59.	UTILIZE SHORTCUT TECHNIQUES (WHO, HOW, WHEN TO HAVE EXPENDITURES APPROVED)	1	0	0	3	1	1	4
65.7	91.	ATTEND ORGANIZATIONAL MEETINGS, (COMMUNITY)	1	0	1	0	1	2	1
66.8	123.	INTERPRETING FED + STATE PROGRAMS TO CITIZENS + BOARD MEMBERS	1	2	1	1	0	0	5
67.2	64.	FIND THE RIGHT PERSON TO DEAL WITH IN SPONSORING AGENCY	1	0	2	1	0	0	4
67.7	97.	ATTEND COMMUNITY MEETINGS TO ANSWER QUESTIONS	1	1	2	2	0	2	4
75.0	93.	WRITE PROPOSALS FOR COMMUNITY GROUPS WHICH ARE UNRELATED TO SCHOOLS	1	0	0	1	0	0	2
76.0	49.		0	0	0	1	0	1	0
77.0	51.	PROVIDE TRAINING AIDS THAT BUSINESS-INDUSTRY WILL SUPPORT	1	0	0	0	0	0	1
83.0	1.		0	1	0	0	0	0	1
83.5	95.	ARRANGE SCHOOL MEETINGS AT COMMUNITY GROUP MEETING PLACES	1	2	1	0	0	0	4

IMPORTANCE...
0 = NOT AT ALL IMPORTANT
1 = OF SLIGHT IMPORTANCE
2 = OF MODERATE IMPORTANCE
3 = OF FAIRLY GREAT IMPORTANCE
4 = OF VERY GREAT IMPORTANCE

TABLE C-1 (Cont.)

A GENERALIZED FUNCTIONAL ROLE DESCRIPTION FOR THE ADMINISTRATOR OF IN-SERVICE TRAINING. PAGE A

MEAN RANK	NO.	FUNCTION DESCRIPTION	IMPORTANCE 0	1	2	3	4	IN-SERVICE YES	NO
87.5	90.	PROVIDE COURSE FOR COMMUNITY	1	0	1	0	0	1	1

IMPORTANCE...
0 = NOT AT ALL IMPORTANT
1 = OF SLIGHT IMPORTANCE
2 = OF MODERATE IMPORTANCE
3 = OF FAIRLY GREAT IMPORTANCE
4 = OF VERY GREAT IMPORTANCE

TABLE C-1 (Cont.)

ADVISORY CONFERENCE 2

Purpose

How do planners presently determine what content to include in in-service experiences? What information sources could be used? What functions are, or should be, included in planning a need identification program?

The second advisory council meeting was concerned with these questions and the following goals were developed:

- To stimulate thought regarding teacher training needs.
- To have participants determine methods and techniques used to identify needs.
- To foster better teacher/administrator understanding.
- To have participants determine major available sources for providing information regarding in-service planning.

Participants

Because the research staff feels that effective teacher need identification must involve many interest groups, a variety of participants were involved in Advisory Conference 2. Our project consultant on the inner-city arranged to have several members of the inner-city school complex participate in the meeting. One principal, three teachers, one student teacher, and one representative from a community action organization attended in addition to the regular members of the advisory committee.

Students and community members participated in teacher need analysis via audio tapes that were recorded by staff members. Students were interviewed in informal settings such as a playground, swimming pool, and settlement house. The students on the tapes ranged from grades one through twelve. Some high school dropouts were also interviewed.

Method

Having set the goals, specific objectives and their activities were developed for each goal. Each activity which follows consists of (a) a statement of the rationale, or purpose, (b) the activity, (c) the desired results, or objectives.

(Because of time constraints, several of the activities were not completed.)

I. How do planners presently determine what content is to be included in in-service experiences?

Purpose: To expose teachers and administrators to varying perceptions of present in-service programs and to stimulate thought regarding individual analysis of current in-service programs.

Activity: Role play.

Results (objectives):

- Given the opportunity to observe two role play incidents, each participant will list on a form provided five shortcomings of the in-service experience as portrayed in the role play.
- Given the role play exposure, each participant will list five or more sources which could be tapped to assist in-service planners in the identification of training needs.
- The participants will each also list three problems and constraints which could make certain techniques or the utilization of certain sources difficult.

II. What sources could be utilized to identify training needs?

Purpose: To stimulate thought regarding various sources of which could be taped to provide information which would be useful in the identification of training needs.

Activity: Listening to taped recordings of some Columbus students' responses to general questions regarding their feelings about school, teachers, education, etc.

Results:

- Having listened to the audio tapes, the participants will list five reasons why (or why not) students could provide a valuable source for the determination of teacher training needs.
- Having listened to the student tapes, the participants will list 10 ways that students could be utilized in the determination of training needs.
- Having listened to the audio tapes, the participants will list three problems or constraints which could arise when using student's responses as indicators of training needs.

Activity: Listening to taped recordings of some parents' responses to general questions about school, teachers, education, etc.

Results:

- Having listened to the audio tapes, the participants will list five reasons why (or why not) community members could provide a valuable source of information for the determination of training needs.
- Having listened to the tapes, the participants will list ten ways in which community members could be utilized to assist in the determination of training needs.
- Having listened to the community tapes, the participants will list three problems or constraints which would arise when using community members' responses as indicators of training needs.

Activity: Listening to taped recordings of some teachers' responses to general questions about training needs.

Results:

- Having listened to audio tapes, the participants will list ten reasons why (or why not) teachers could provide a valuable source of information for the determination of training needs.
- Having listened to the tapes, the participants will list ten ways in which teachers could be utilized to assist in the determination of training needs.
- Having listened to the tapes, the participants will list three problems or constraints which could arise when using teachers' responses as indicators of training needs.
- At the termination of the role play and tape-listening activities, the group will have generated a comprehensive listing of (1) at least 15 different shortcomings of present commonly used approaches to the determination of training needs for in-service experiences, (2) at least ten possible sources of information regarding need identification, (3) at least three total ways of utilizing the generated sources, and (4) at least ten anticipated problems and constraints accompanying various sources (such as students and community).

III. What functions are or should be included in planning a need identification system?

Purpose: To provide participants, working in groups, with an opportunity to utilize information gained during the conference by beginning to plan an in-service experience.

Activity: Working in small groups.

Results:

- Given the information evolving from the activities and results in Phases I and II, each small group will synthesize the results of the various activities and generate at least ten detailed functions which would be required in the planning of the program.

- Given the minimum of ten detailed functions generated in the preceding objective, the groups will state five considerations for long-range planning.

Results

Shortcomings of Present In-Service Systems and/or Factors to be Considered When Planning an In-Service Program.

Present systems usually have not stated and adhered to objectives.

Usually no time is allotted for in-service; teachers participate on their own time.

Teachers usually are not involved in planning.

Infrequent sessions are usually ineffective.

Programs should be tailored to individual teacher's needs.

Resource materials should be made readily available to the teachers.

Present in-service programs are too often irrelevant, infrequent, and inconvenient.

Administrators may be caught in the middle of student/teacher conflict.

Informal meetings are most valuable. In-service conducted by teachers is often more valuable than training run by consultants. (The problem with this approach is that teachers teaching teachers may be a difficult situation. Specialist-type teachers can teach other teachers but teachers of same discipline have problems.

Administrators feel that teachers are apathetic, but teachers say they are non-responsive because they feel that administrators are not responsive to their needs.

Administrators do not attempt to actually reach teachers, prefer to send "detached" survey. Teachers feel that surveys are usually useless and irrelevant.

Teachers seldom receive feedback results from surveys regarding in-service training.

New teachers unfamiliar with school need special orientation.

Breakdown in communication between administration and community and university.

Administrators feel stifled in attempting to determine teacher needs.

Administrators state that they have difficulty getting funds for in-service training because many people feel that teachers should have received all training prior to coming to the public school, but university curriculum is often irrelevant. University personnel often have too little contact with the real world. Therefore, pre-service training is often inadequate and post-graduate university work cannot substitute for in-service.

Time of in-service program very important
- no weekends
- not after school.

Need clear definition of problems for planning.

May need separate programs for new teachers and experienced teachers.

Must be a "bringing together" of teachers and administrators--administrators should take the initiative here because teachers have felt that in the past the in-service experience has been controlled by administration, therefore administrators must open the door for change.

Involve teachers and administrators in in-service programs together--administrators will become more aware of teacher problems and needs.

Pre-service training or (in-service for new teachers) should involve much work with community and students' background to provide insight into what "turns on" students.

Dismiss school, or begin late in fall to give teachers an opportunity to make home visits.

Teachers with pay increments could take over much of work previously conducted by counselors and social workers.

Build on home visits as a starting point.

May need a separate in-service program for people in public schools who will be working with student teachers.

Pros and Cons of Using Students, Teachers, Community Members, and Other Sources as Inputs to Planning With Suggestions for Uses of These Inputs

Administrators are ivory tower people. They have been out of school to long and have difficulty relating to students, therefore, their role in planning should be balanced by the participation of others, such as students and teachers.

Students and youthful teachers often have the most valuable inputs.

Should employ teachers to plan curriculum. Do not make them merely a sounding board.

Random groups of students chosen from individual classes could help the individual teacher to identify her training needs.

Students could provide "raw data" to be processed by educators into educational objectives.

When utilizing student inputs, must carefully consider validity of inputs and priorities of desires.

The following people could possibly participate on a planning board: administrator, teacher, board member, parents, auxilliary personnel, students, university personnel.

Students and community should participate in updating a given school's philosophy and objectives.

Community agents/parents/state planning boards should almost completely control in-service program.

APPENDIX D

VISITS TO ONGOING PROJECTS

APPENDIX D

VISITS TO ONGOING PROJECTS

METHODOLOGY

The research team and our consultants felt that visitations to ongoing in-service programs would be necessary to provide us with information regarding various typical and desirable aspects of in-service training. Goals and objectives for the visits were then developed. (See attached Goals and Objectives).

We did not intend for the visits to provide a comprehensive picture of in-service today. Instead, we wanted to collect first hand information from some ongoing programs. Therefore, many, but not all, regions of the United States were represented in our visit plans.

Site selection was based on:

- Recommendations from our consultant,
- Information returned to us in our letter requests, and
- Mention in the literature.

After tentative sites had been selected, a representative (preferably the director) of that project was telephoned to obtain detailed information about a project. If, based on the information gathered, we felt that a visit to the site would be beneficial, we sent a packet of information to the contact person at the site. The packet included a project abstract, a goals and objectives statement, a copy of the questionnaire, and a diagram and explanation of the visits' role in the overall schema.

During the visit, the research team members used a discussion format to direct the incoming information to the objectives at hand. A copy of this format is included.

Upon completion of the interview, each team member compiled a trip report describing the interaction and explaining which objectives had been met and why others had not.

The information from these trips was integrated into the guide.

Goals for Visits to Ongoing Projects

- To obtain information about the planning, methodology, and evaluation of ongoing in-service teacher training projects.
- To identify teacher needs in the inner-city and resultant in-service training procedures which could assist in meeting the needs and result in the formation of desirable teacher behaviors.
- To obtain information on other projects and persons which may contribute to our project work.
- To familiarize educators in the field with one current ongoing educational project dealing with an area of their concern.
- To familiarize the researchers with the conditions necessitating the development of in-service teacher development program.
- To obtain information regarding the content and use of the proposed guidelines for the in-service administrator.

Objectives for Visits to Ongoing Projects

- Given a list of key discussion questions, the project or program personnel (of the project being visited) will verbally describe the following:

  (1) the conditions which necessitated the development of an in-service teacher training program for teachers in disadvantaged school districts

(2) the planning system used to develop the program

(3) the constraints and problems which were encountered in the community and in the teaching ranks and administration concerning the acceptance and implementation of the program

(4) the various techniques and methodologies introduced and/or used during the program, and

(5) the methods of control and evaluation which were utilized.

- For the planning system described, the project personnel will state to what extent recent research and development findings were used in planning.
- The project personnel will also state the procedure used to determine teacher needs and desirable teacher behaviors.
- Given a statement of the procedure, the project personnel will list the needs that were found.
- The project personnel will indicate what personnel played major roles in planning and will then verbally describe these roles.
- Given a statement of a past or present problem or constraint, the project personnel will state how the problem was handled or how it may be dealt with in the future.
- Given a statement of the evaluation plan used, the project personnel will describe in detail the behavior changes which were observed and how this evaluation was systematically recorded.
- Given a statement of needs and desirable teacher behaviors, the project personnel will state the procedures used to match needs and desirable behaviors with activities designed to meet the "needs" to result in the occurrence of the desirable behaviors.
- Given a project abstract of Training Teachers for the Inner-City, the project personnel will list two or more types of information which should be included in the guidelines.
- Given a project abstract, the project personnel will state what they feel are existant needs for such guidelines.
- Given the abstract, the project personnel will state how they would (should) use the guidelines.

Topics for Discussion

I. Conditions or Circumstances Necessitating In-Service Training

II. General Planning Systems

- Description
  - Why did you choose one approach over another?
  - Objectives
- Inputs to planning
  - To what extent were recent research and development findings utilized in planning?
  - How are instructional "needs" determined?
  - What personnel played major roles in planning?

III. Procedures and Methodologies

- In what ways does the program seek to identify teacher needs and desirable teacher behaviors?
  - What needs were found?
- What procedures are used to match needs and desirable behaviors with activities designed to meet the "needs" and results in the occurrence of the desirable behaviors?
- What innovations were utilized?
- How was the decision made to use these innovations?
- What decisions need to be made in each area?
- Describe your role as well as the roles of other persons involved in the various phases of your in-service training program.

IV. Control and Evaluation

- What control and evaluation systems are utilized during the program?
- What role does an evaluation plan play in the long range planning for the program?
- How do you judge the success or failure of your program?

- What behavioral changes were observed? How were these changes measured?
- Do you intend to continue the project?
- What sort of follow-up is being planned?

V. Problems and Constraints

- What is the greatest problem currently confronting you in your in-service training work?
- Past, present, and anticipated problems within community?
  within teaching ranks?
  with other administrators?
- What local conditions contributed to success? How well do you think your program will fare in another inner-city?

VI. Recommendations for Guidelines

- What should they contain?
- How should (will) they be used?
- What need exists for the guidelines?

PROJECT ABSTRACTS

1. Center for Urban Education (New York, New York)
2. Chicago Consortium of Colleges and Universities (Chicago, Illinois)
3. Cooperative Program in Urban Teacher Education (Chicago, Illinois)
4. East Harlem Block School (New York, New York)
5. Educational Planning Center (Roxbury, Massachusetts)
6. Follow Through Projects (New York, New York)
7. Ford Training and Placement Program (Chicago, Illinois)
8. Harlem Institute (New York, New York)
9. Hunter College (New York, New York)
10. Institute for Developmental Studies: Demonstration and Extramural (New York, New York)
11. Dr. Martin Luther King School (Syracuse, New York)
12. Lincoln Filene Center for Citizenship and Public Affairs (Medford, Massachusetts)
13. Louisville Public Schools (Louisville, Kentucky)
14. Pirie Summer In-Service Center (Chicago, Illinois)
15. Project Epic (Roxbury, Massachusetts)
16. The Research and Development Center for Teacher Education (Austin, Texas)
17. Southwest Educational Development Laboratory (SWEDL) (Austin, Texas)
18. Southwestern Cooperative Educational Laboratory (SWCEL) (Albuquerque, New Mexico)
19. Teachers, Inc. (New York, New York)
20. Urban Teacher Preparation Program (Syracuse, New York)
21. Woodlawn Experiment Schools Project (Chicago, Illinois)

1. Center for Urban Education
105 Madison Avenue
New York, New York

Ann Right
Judy Isler

Funding. O. E. Regional Lab.

Control. Local.

Objectives. The improvement of educational practice in northern metropolitan school systems by developing new curricula and researching new teaching techniques.

Methods. e.g. Planning for Change - an experiment with Bennett's skill behavior model in a school situation.

T. D. Activities.* e.g. Planning for Change - in-service training used as an alternate for a teacher's workbook in the introduction of a new social studies curriculum.

Evaluation. An attempt at quantitative education: no pre-testing.

2. Chicago Consortium of Colleges and Universities
410 S. Michigan
Chicago, Illinois 60605

Dr. Beck
Dr. Proulx

Funding. See control.

Control. Depaul, Roosevelt, Chicago State, Loyola, Northeastern, Illinois, Concordia, Chicago Public Schools.

Objectives. The preservice training of teachers through the interaction of consortium supervisor, cooperating teachers, and student teachers.

Methods. The project is still in the planning stage.

Evaluation. To be arranged.

3. Cooperative Program in Urban Teacher Education
University of Illinois, Circle Campus
Chicago, Illinois

Dr. Harriet Talmage
Dr. George Monroe

Funding. ?

Control. University of Illinois, Chicago Board of Education.

Objectives. The development of a laboratory for testing new teacher preparation concepts.

Methods. The objective is met through the formation of the learning center, consisting of teacher candidates, a teacher, a school community-representative, a school administrator, a social agency representative, a community member, a parent, and a university staff member.

4. East Harlem Block School
1712 Madison Avenue
New York, New York

Tom Roderick, Director

Funding. ?

Control. Parent Planning Board.

Objectives. The provision of good education for the children involved, with an emphasis on the assets of the surrounding community.

Methods. Staff hired by Parent Planning Board. Home visits a part of education.

T. D. Activities. Two-week long summer preparation. Weekly follow-up during school year.

Evaluation. Informal feedback.

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* Teacher Development Activities.

5. Educational Planning Center
2893 Washington Street
Roxbury, Mass. 02119

Dr. Joseph Carey

Funding. E.S.E.A. Title III

Control. Local, Massachusetts State Department of Education.

Objectives. The strengthening of local education.

Methods. e.g. One of the Center's activities consists of foreseeing potential problems in local schools. The staff then goes to the school, presents the potential problem, and suggests coping procedures.

T. D. Activities. e.g. One project involved reorganization of a school into clusters or minischools to increase teacher morale. Teacher team planning sessions were scheduled into each afternoon.

Evaluation. Informal evaluation based on objectives.

6. Follow Through Projects
New York University
Washington Square
New York, New York

Don Wolfe
Esta Fink

Funding. ?

Control. Parental Advisory committees - Harlem and Atlanta inner-city communities; New York University.

Objectives. The provision of in-service training and consultation in communities of New York City and Atlanta.

Methods. Summer teacher training and school-year support. Project consultants and specialists (subject area, human relations, behavior control) work in the classrooms. Emphasis on transactional games as a teaching technique.

T. D. Activities. See Method.

Evaluation. New York University--developed evaluation materials for summer workshop. Verbal feedback from project consultants.

7. Ford Training and Placement Program
University of Chicago
Judd Hall, Room 339
5835 Kinkrook
Chicago, Illinois

James McCampbell
Associate Director

Funding. Ford Foundation, Chicago Board of Education, University of Chicago.

Control. The University of Chicago, Chicago Board of Education.

Objectives. The creation of professional cadres within urban schools in an attempt to improve education through the elimination of professional isolation.

Methods. Cadres consist of university students-in-training and professional members of the school staff representing various disciplines. They are vehicles for teacher training and pilot program testing.

T. D. Activities. The cadre provides for staff initiated staff development (e.g. cross-role interaction).

Evaluation. Extensive and complete evaluation by individual cadres and project staff.

8. Harlem Institute
New York University
Washington Square
New York, New York

Dr. LeMar Miller
Director, Consortium Board

Control. Consortium Board: N. Y. U. Corp., Bank Street College of Education, Local Schools, Central Schools, Harlem Teams for Self Help.

Objectives. The training of teachers to teach in Harlem-like schools through a consortium approach.

Methods. Teams of teachers (career ladder) in 10 schools.

9. Hunter College
695 Park Avenue
at 69th Street
New York, New York

Funding. Dependent on individual program.

Methods. e.g. Triple T sponsored by City University of New York for preservice training for Harlem schools: Advisory Committee.

T. D. Activities. e.g. NDEA Title III summer in-service workshop--bilingual training program requested by community.

Evaluation. e.g. Triple T Advisory Committee--students, community representatives, teacher and administrators, teacher educators--provides feedback on shortcomings of teacher education.

10. Institute for Developmental Studies: Demonstration and Extramural
New York University
Washington Square
New York, New York

Mrs. Jacki Stuchen

Funding. U.S.O.E.O(1962-1969).

Control. N.Y.U., Harlem Public Schools, New York School Board.

Objectives. The provision of superior education for the disadvantaged child by providing continuous support for teacher development.

Methods. Demonstration as a technique for teacher change. An accompanying Extramural program consists of model classrooms used as a focus for training workshops across the country.

T. D. Activities. In-class in-service by supervisors, specialists, consulting psychologists.

Evaluation. Yes, extensive evaluation by project staff.

11. Dr. Martin Luther King School
King-On-Campus
University of Syracuse
Syracuse, New York

Dr. William Wayson
Principal of M.L.K. School

Dr. John L. Johnson
Principal of King-On-Campus

Funding. Syracuse Public Schools, New York State Funds, Title I.

Control. City School District, Syracuse University.

Objectives. To make education more relevant for the culturally deprived child by building on his own cultural foundations.

Methods. The objectives are met through a redefinition of the educator's role and an instructional emphasis on the child's self-concept.

T. D. Activities. Staff development is a continuous part of school development.

12. Lincoln Filene Center for Citizenship and Public Affairs
Tufts University
Medford, Mass.

Dr. John Gibson
Director

Mr. Major Morris

Funding. Contract research.

Control. Tufts University.

Objectives. The solving of educational and other problems in the field of public affairs.

Methods. e.g., One method: the development and evaluation of new curriculum materials for the classroom. Another, the provision of consultant aide on a variety of problems.

T. D. Activities. In-service procedures are developed to parallel the introduction of new curriculum materials, e.g., Law in the Social Studies; Seminar on Intergroup Relations.

Evaluation. Pre- and post-audits are included as part of the in-service activities.

13. Louisville Public Schools
506 West Hill Street
Louisville, Kentucky 40208

Dr. Newman Walker, Supt.
Dr. Frank Yeager
Dr. Car Foster
Mr. Bob Meyers
Mr. Booker Rice

Funding. Title I and others.

Control. Louisville Public School System.

Objectives. The development of a total learning environment in the city schools which emphasizes organizational development in accordance with a humanistic behavioral science model.

Methods. Three major programs in pilot schools are designed to implement the objectives: Project Transition (local projects funded by Organizational Development), Project Focus, Project Impact.

T. D. Activities. Summer in-service activities prepared for the implementation of Project Focus and Impact: interpersonal skills, self-enhancing education, etc. The team models used in teaching will provide the stimulus for year-long teacher development.

Evaluation. Pre- and post-testing for summer program. Detailed, measureable objectives to evaluate pilot programs. Special interest in tests which measure affective change.

14. Pirie Summer In-Service Center
650 E. 85th Street
Chicago, Illinois

Dr. Carlin
Dr. Dillon

Funding. E.S.E.A. Title I

Control. Chicago Public Schools.

Objectives. To provide summer in-service training to Title I teachers in the Chicago Public Schools.

Methods. Two-week summer seminars. No follow up.

T. D. Activities. Child Development, Language Arts, TESL, team teaching, A. V., reading, innovation, out-of-doors education, field experiences.

Evaluation. None.

15. Project Epic
46 Hawthorne
Roxbury, Mass.

Dr. Stan Wachs
Boston University

Funding. E.S.E.A. Title III.

Control. Community Educational Council, Roxbury.

Objectives. The cooperation of university and community to improve the conditions of Roxbury schools.

Methods. Local participants selected by Community Education Council to be trained to work in Roxbury schools.

T. D. Activities. Preparatory training. Teams composed of experienced and inexperienced teachers.

Evaluation. Informal.

16. The Research and Development Center For Teacher Education
The University of Texas at Austin
303 Sulton Hall
Austin, Texas 78712

David Wilson
Division of Dissemination

Funding. U. S. O. E. and University of Texas.

Control. Local Cooperative University of Texas, Austin Public Schools, Texas Educational Agency.

Objectives. The development of a continuous system of teacher education through the integration of preservice and in-service programs.

Methods. The objective is met through the design and trial implementation of new teaching methods, training, and new programs of teacher experiences.

T. D. Activities. Workshops, cooperative planning meetings, in-the-district training, and in-college training are among the activities used to the end described.

Evaluation. Each program or session carries with it a well designed testing and performance component.

17. Southwest Educational Development Laboratory (SWEDL)
800 Brazos Street
Austin, Texas 78767

Anita Brewer
Director of Dissemination

Funding. U. S. O. E.

Control. Local.

Objective. To serve as an educational change agent for certain populations and institutions through the design, testing, and refinement of learning systems to meet the unique needs of economically deprived Mexican-American, Negro-American, and French-American children in the outhwest.

Method. The objective is accomplished through the design, testing, refinement, and implementation of early childhood, multicultural, language development, and mathematic education programs.

T. D. Activities. Each of the programs utilizes a variety of people, equipment, facilities, and methods to develop the teaching staff necessary for effective implementation.

Evaluation. Rigorous evaluation criterion are implemented by a variety of methods to accomplish program objectives.

18. Southwestern Cooperative Educational Laboratory (SWCEL)
117 Richmond Dr., N. E.
Albuquerque, New Mexico 87106

Dr. James L. Olivers
Director

Dr. Robert T. Reeback
Associate Director

Ronald Hamm
Division Public Relations

Funding. U. S. O. E.

Control. Local

Objectives. The improvement of the educational opportunities of culturally divergent groups, primarily the Mexican-American and Indian.

Method. Three program thrusts are utilized to meet the laboratory's objective. The areas are: communication, arts for non-English speaking children, Adult Basic Education, and Indian studies.

T. D. Activities. A variety of activities are used to introduce, develop proficiency, and evaluate SWCEL develop teaching methods in the three program areas.

Evaluation. Evaluations of SWCEL programs and teacher development activities are extensive. An expert evaluation staff designs a total system to accompany the laboratory activities.

19. Teachers, Inc.
77 Madison Street
New York, New York

Steve Feldman
Director

Funding. Two-Bridges Governing Board, Manhattan, E.P.D.A.

Control. Teachers, Inc., Two Bridges Model School District (Antioch; Putnam).

Objectives. The preparation and support of teachers involved in educational change for communities attempting to gain control over the institutions educating their children.

Methods. Summer training session (teaching, community involvement, seminar work) and weekly in-service for Teachers, Inc., teachers placed in public schools.

T. D. Activities. Weekly in-service sessions and more informal means of support, such as group interaction and storefront facilities (a lounge, library of books and new teaching materials, typists, mimeograph), contribute to the achievement of the objectives.

Evaluation. Informal feedback.

20. Urban Teacher Preparation Program
Syracuse University
Syracuse, New York

Dr. Ernest Milner

Funding. Ford Foundation.

Control. Syracuse University, Syracuse Public Schools.

Objective. The development of teachers with a commitment to stay in deprived area schools and with the background and experience that will make them effective teachers of the disadvantaged.

Method. Graduate academic study at Syracuse University, a paid internship as a teacher, and extensive supervisory support contribute to the accomplishment of the objectives.

T. D. Activities. See Method.

Evaluation. Behavioral objectives are evaluated in terms of periodic feedback from interns and formal evaluation by project staff.

21. Woodlawn Experiment Schools Project
6253 S. Woodlawn Avenue
Chicago, Illinois 60637

Jack Pearlin
Principal of Wadsworth School

Ricky Fortune
Research Assistant

Rene and Dorothea
Teacher Learner Specialists

Funding. E.S.E.A. Title III

Control. Woodlawn Community Board: The Woodlawn Organization, University of Chicago, Chicago Public Schools.

Objectives. The improvement of public education in the Woodlawn community through the use of community control and university-community-school alliance.

Methods. Project staff employ teacher-learner specialists in each of three schools to act as catalysts for educational change.

T. D. Activities. A great variety of in-service activities are pursued according to need and interest. Some projects include community members, e.g., language development, teacher evaluation criteria revising, Black history.

Evaluation. Rather inclusive evaluation annually by project research staff.

APPENDIX E

LETTER REQUESTS

APPENDIX E

LETTER REQUESTS

METHODOLOGY

Letter requests were sent to officials (e.g. the Assistant Superintendent of Instruction) in fifty State Departments of Education, Deans of Schools of Education in universities offering the Ph.D. in Education (1965), and several other organizations, to obtain additional information for various phases of the project. The letter requested information regarding significant urban efforts currently being pursued, specifically those projects involving large teacher-training components. Responses took the form of brief statements of project activities communicating the scope and direction of the effort, pamphlets and brochures, and names of contact individuals.

The following chart is a summary of the letter request responses. Some projects have been further discussed in an accompanying section.

SUMMARY OF LETTER REQUEST RESPONSES

KEY:

P Pre-service training program
I In-service training program
U Urban focus emphasized
V Visited by project staff
C Courses - e.g. Teaching the Disadvantaged
R Research in teacher development

* See PROJECT ABSTRACTS

RESPONDENT	PEOPLE AND PLACES OF RELEVANCE TO TEACHER DEVELOPMENT	EXPLANATION
NORTHEAST		
Robert E. Brown B-2 EPDA Administrator Department of Education Augusta, Maine 04330	Marvin Rosenblum, Director 53 Front Street Bath, Maine 04530	
Donald T. Donley Dean, School of Education Boston College Chestnut Hill, Mass. 02167		P, U, C
Dr. William J. Genova President TDR Associates, Inc. 212 Worchester Road Wellesley Hills, Mass. 02181	* Westport, Conn. Public School Project	I Helps staff to set and attain improvement goals. (A similar project currently being negotiated in Portland, Oregon)
Pauline Callahan (Mrs.) Assistant Director State Dept. of Education 225 West State Street Trenton, N. J. 08625	* New Jersey Education Consortium, Inc.: Urban Teacher Corp. Project NOW Institute on the Study of Society and Black History	 P, U I, U Guidance coun. P, I, C
Wilbur R. Nordos Administrator, Division of Intercultural Relations in Education The University of the State of New York State Education Department Albany, New York 12224	New York City, Buffalo, Rochester, Syracuse	I, U To improve the quality of integrated education (Division of Intercultural Relations)
Daniel E. Griffiths Dean, School of Education New York University Washington Square, N. Y., N.Y. 10003	Follow-Through Project: Atlanta and New York City Demonstration School District Harlem Harlem Institute for Teachers Bilingual Education Program	I, U, V I, U P, U, V Consortium approach C R M. Deutsch I, U Spanish-English
Herbert L. Foster Associate Professor of Education 319 Foster Hall State University of N. Y. at Buffalo Buffalo, N. Y.	* Cooperative Teacher Education Centers in the Buffalo Public Schools New Teacher Program	P, U, C Secondary Teachers I Support through first year of teaching

RESPONDENT	PEOPLE AND PLACES OF RELEVANCE TO TEACHER DEVELOPMENT	EXPLANATION
NORTHEAST (cont'd.)		
Dean David R. Krathwohl School of Education Syracuse University Syracuse, New York 13210	King-On-Campus (Dr. John Johnson)	U, V Seeks to make education more relevant for the inner-city child by building on his own cultural foundations.
	Martin Luther King School	U, V, I Involves classroom teachers in planning and implementing both the procedural and curricular aspects of the school program.
Michael E. Owens Administrative Assistant Intergroup and Civil Rights Education Department of Public Instruction Box 911 Harrisburg, Pa. 17126	Division of Intergroup and Civil Right Education Pennsylvania Dept. of Public Instruction	
Morris L. Cogan, Chairman Division of Teacher Education University of Pittsburgh Pittsburgh, Pa. 15213	Teacher Corp. Urban Internship Program	P, U I, C Administrator to take leadership in the improvement of instruction.
	Learning and Research Development Center	C I Individually Prescribed Instruction, Preliminary Education Program P, U Elementary teachers
Louis F. Simonini Consultant Equal Educational Opportunity State Agency for Elementary and Secondary Education Roger Williams Building Hayes Street Providence, R. I. 02908	Dr. John Gibson Lincoln-Filene Center Tufts University	I, V 10 film sessions on intergroup relations I Black history and ecology
	Professor Jarvis Jones Rhode Island College	I Seminars on race and poverty
SOUTHEAST		
Victor H. Wohlford Professional and Public Relations State Dept. of Education Little Rock, Arkansas 72201		
Maxine E. Daly Director Urban Teacher Corp Public Schools of the District of Columbia 1312 Clifton Street, N.W. No. 105 Washington, D. C. 20001	★ Urban Teacher Corp Program	P, I, U

RESPONDENT	PEOPLE AND PLACES OF RELEVANCE TO TEACHER DEVELOPMENT	EXPLANATION
SOUTHEAST (cont'd.)		
Rodney Smith Assistant Bureau Chief State of Florida Department of Education Tallahassee, Florida 32304 (9/15 Center for Study of Education, Yale)	Craft Educational Services Mr. Neild Oldham	R Planning feasibility studies in differentiated staffing. R Large system management training modules R Evaluation instruments to determine for student what the system has done for him.
Will G. Atwood Associate Director for Title III, Division of Planning, Research, and Evaluation State Dept. of Education Atlanta, Georgia 30334	* "Project Success Environment" (Atlanta; Marion Thompson, Director)	I, V Based on Schools Without Failure, Glasser.
John D. Lee Assistant Director Division of Teacher Education and Certification Kentucky Department of Education Frankfort, Kentucky 40601	Dr. Frank Yeager Louisville City Board of Education Superintendent, Newman Walker	I, V
William F. Beyer, Jr. Assistant Superintendent Curriculum and Instruction State Department of Education Baton Rouge, Louisiana 70804	Dr. Alton W. Cowan Superintendent Orleans Parish School Board 703 Carondelet Street New Orleans, Louisiana 70130	
W. O. Beck State Coordinator, ESEA Title III State Department of Education P. O. Box 771 Jackson, Mississippi 29205	Central City Project ESEA Title III Jackson, Mississippi	U
Sam Hill Coordinator, Student Teaching Department of Public Instruction Raleigh, N. C.	Career Opportunities Programs G. Worth Booth Asheville City Schools City Bldg., 7th Floor Box 7347 Asheville, N. C. Edna L. Walker Durham City Schools Fuller School Durham, N. C. 27701	
Michael S. Caldwell Associate Dean Curry Memorial School of Education University of Virginia Charlottesville, Virginia 22903		

RESPONDENT	PEOPLE AND PLACES OF RELEVANCE TO TEACHER DEVELOPMENT	EXPLANATION
MIDWEST		
J. Alan Thomas, Chairman Department of Education The University of Chicago Chicago 37, Illinois	Woodlawn Experimental Schools Project	I, U, V
	The Ford Training and Placement Program	P, U, V
Dr. Barney M. Berlin Director, Teacher Education Loyola University Chicago, Illinois 60611	Dr. Beck Executive Director, Chicago Consortium	V
	Miss Lorraine Wallach Erickson Institute for Early Education	
J. M. Slater Associate Dean for Instruction College of Education University of Illinois Urbana, Illinois 61801	* Washington School Project	I, U
Ron Edmonds Asst. Supt. for Urban Affairs Michigan Department of Education Lansing, Michigan 48902 and	Colleges and Universities: Grand Valley, Michigan State, Wayne State, Western, Albron, Alma, Aquinas, Hope, Madonna, Marygrove, University of Michigan, C.M.U., E.M.U.	P, U
Eugene Richardson, Consultant Teacher Education State Dept. of Education P. O. Box 420 Lansing, Michigan 48902		I
Dr. Richard A. Huston Room 1001 University of Michigan School of Education Ann Arbor, Michigan 48104	* Urban Program in Education University of Michigan Fresh Air Camp for Problem Boys	P, U
Virgil E. Blanke Assistant Dean College of Education Ohio State University 1945 North High Street Columbus, Ohio 43210	Urban Teacher Education Program	P, U 1967-69
	Dr. Joseph Quaranta College of Education 263 Arps Hall Ohio State University Columbus, Ohio 43201	P, U Cleveland, Columbus; College Freshmen & Sophomores
	Dr. Donald Bateman College of Education 227 Arps	P, U Project English, secondary teachers
Roderick L. Wagoner Director Inner City Institute 601 Rockwell, Suite 455 Cleveland, Ohio	* Inner City Institute (Ohio University)	P, I, U
Sam J. Yarger Director, Toledo Teacher Corps The Univeristy of Toledo Toledo, Ohio 43606	Teacher Corps	P, U

RESPONDENT	PEOPLE AND PLACES OF RELEVANCE TO TEACHER DEVELOPMENT	EXPLANATION
CENTRAL		
L. A. Van Dyke Dean of Instruction College of Education The University of Iowa Iowa City, Iowa 52240	Cooperative Teacher Education Program, McREL	P, U
State Dept. of Education Division of Public Schools P. O. Box 480 Jefferson City, Missouri 65101	Cooperative Teacher Education Program, McREL	P, U
Daniel U. Levine Director, Center for the Study of Metropolitan Problems in Education School of Education University of Missouri Kansas City Kansas City, Missouri 64110	* In-Cite (Inner-city In-service Teacher Education Program) Dr. Grant Clothier McREL c/o Franklin Elementary School 1325 Washington Kansas City, Missouri 64105	I, U Beginning teachers
F. R. Wanek Deputy Superintendent Department of Public Instruction State Capital Building Pierre, South Dakota 57501		South Dakota has no large cities.
Mrs. Gail Krc Program Evaluator, Title I - ESEA Wisconsin Hall, 126 Langdon Street Madison, Wisconsin 53702	* Milwaukee's Title I Project Mr. Allan Nuhlicek Coordinator Title I ESEA P. O. Drawer 10K Milwaukee, Wisconsin 53201 414/476-3670, extension 510	I, U
WEST		
Donald M. Kelly, Consultant Bureau of Program Planning and Development State Department of Education 721 Capitol Mall Sacramento, California 95814	"Planning Solutions to Educational Problems" Oakland Dr. Ferucio Freschet Far West Laboratories Claremont Hotel, 1 Garden Circle Berkeley, California 94705	U U Research project in San Francisco; teaching video tapes
	Dr. Margaret W. Wood Professor of Education Stetson University DeLand, Florida 32720	
	Mrs. Kathryn H. Maddox Coordinator of the Kanawha County Teacher Education Center 200 Elizabeth Street Charleston, West Virginia 25311	
	* Dr. Robert E. Maxwell Assistant Superintendent of Instruction 182 E. Walnut Rialto, California 92376	I A Self-Perpetuating System of In-Service Training for Teacher Development
John P. Matlin Education, 1609 Tolman Hall University of California Berkeley, California 94720	* Urban Task Force	P, U
	Elementary Internship Program	P, U

RESPONDENT	PEOPLE AND PLACES OF RELEVANCE TO TEACHER DEVELOPMENT	EXPLANATION
WEST (cont'd.)		
Edgar L. Morphet Project Director Improving State Leadership in Education 1362 Lincoln Street Denver, Colorado 80203	Superintendent Porter Michigan State Dept. of Education	I, U Proposal
Mrs. Shiho S. Nunes Associate Director, Manager English Project 1625 Wist Place Honolulu, Hawaii 96822		I New English curriculum
Mr. Willard Bear, Director Federal and Temporary Programs Oregon Board of Education 942 Lancaster Drive, N.E. Salem, Oregon 97310	"Triple T" Dr. David Willis Professor of Education Portland State P. O. Box 751 Portland, Oregon 97207	P, U
Carvel W. Wood Associate Professor of Education Oregon State University Corvallis, Oregon 97331	★ P.U.T.E.P. (Portland Urban Teacher Education Project) Johns Adams High School Portland, Oregon	P, U, I
Alfred T. Little Director, Educational Personnel Development Texas Education Agency 201 East 11th Street Austin, Texas 78711		
Vere A. McHenry Administrator, Division of Teacher Personnel Utah State Board of Education 1400 University Club Bldg. 136 East South Temple Salt Lake City, Utah 84111		Dissertation Abstracts 8/70 Wampler, D. R. A Study of First-Year Teachers in Disadvantaged Schools to Determine the Relationship of Pre-Service Preparation Experience to Present Attitudes and Effectiveness
Frederic T. Giles Dean, College of Education 210 Miller Hall University of Washington* Seattle, Washington 98105	Garfield Program Teacher Corp ★ Trainer of Teacher Trainers (TTT) Project Central	P, U Secondary school program P, U P, I, U, C P, U Temporary certification
F. Robert Paulsen Dean, College of Education The University of Arizona Tuscon, Arizona 85721		
College of Education Arizona State University Tempe, Arizona 85281		C

PROJECT ABSTRACTS

(Note: These abstracts are based on limited information and, thus, lack of abstract information in one area, such as evaluation, is not meant to indicate the absence of those procedures).

1. In-Cite (Kansas City, Missouri)
2. Inner City Institute (Cleveland, Ohio)
3. Milwaukee Title I Project
4. New Jersey Urban Teacher Corp
5. New Teacher Program, Teacher Education Centers (Buffalo, New York)
6. Portland Urban Teacher Education Project
7. Project Success Environment (Atlanta, Georgia)
8. A Self-Perpetuating System of In-Service Training for Teacher Development (Rialto, California)
9. Trainer of Teacher Trainers (Seattle, Washington)
10. Urban Program in Education (Ann Arbor, Michigan)
11. Urban Teacher Corp (Washington, D. C.)
12. Urban Teacher Education Task Force (Berkeley, California)
13. Washington School Project (Champaign, Illinois)
14. Westport, Connecticutt Schools Project

1. In-Cite
McREL Regional Laboratory
c/o Franklin Elementary School
1325 Washington
Kansas City, Missouri 64105

Dr. Grant Clothier

Funding. Model Cities.

Control. McREL staff and Division of Urban Education: Public Schools; University of Missouri at Kansas City.

Objectives. The provision of assistance for new teachers during their first year of inner-city teaching (a follow-up to McREL's CUTE).

Procedure. A three-week summer workshop, regular contact with a Program Consultant, and university course work are designed to aid the teacher to achieve the following ends: awareness of subject matter, sensivitity to student needs, evaluation of behavior change, self evaluation, and interaction with colleagues.

2. Inner City Institute
Ohio University
601 Rockwell, Suite 455
Cleveland, Ohio

Roderic L. Wagoner
Director.

Funding. Ohio Board of Regents.

Control. Ohio University personnel.

Objectives. The training of a select group of highly-qualified new teachers for inner-city schools: the provision of information about the inner city, and regarding methods of preparing teachers.

Procedure. A ten-week summer institute (B. A. or B. S. a prerequisite) deals with research methods, inner-city children and their parents, a knowledge of Cleveland: follow-up in-service training is presented during the school year.

3. Milwaukee Title I Project
P. O. Drawer 10K
Milwaukee, Wisconsin 53201

Allan Nuhlicek
Coordinator

Funding. E.S.E.A. Title I.

Control. Milwaukee Public Schools.

Objectives. Staff development, with a focus on curriculum development and teaching skills, and involvement in local Homes and Centers.

Procedure. Numerous staff development activities. Involvement of outside resource people. One in-service activity is a support service which aids in the planning and carrying through of other activities.

4. New Jersey Urban Education Corps
New Jersey Dept. of Education
225 West State Street
Trenton, New Jersey 08625

Mrs. Pauline Callahan
Assistant Director

Funding. N.D.E.A.

Control. Newark S. C. (sponsoring agent), N. J. State Dept. of Education and Higher Education.

Objective The recruiting and training of teachers with a "peace corp" approach to life to work in N. J. public schools.

Procedure. Summer institute and follow-up seminars during the school year emphasize an interaction of subject matter, methodology, and personal reaction, also the elimination of diagnostic testing and grades. Attention is given to the feelings and awareness of those participating.

5. New Teacher Program
Teacher Education Centers
Office of Teacher Education
319 Foster Hall
State University of New York at Buffalo
Buffalo, New York 14214

Herbert L. Foster
Director

Funding. Office of Urban Teacher Corp, the State Dept. of Education, the State University of New York at Buffalo, and the Buffalo Public Schools.

Control. See Funding.

Objectives. To support and help new teachers through their first year of teaching.

Procedure. Courses in teaching in the inner-city and mental health in the classroom. (The latter are problem-centered discussion groups dealing with teacher concerns.)

Evaluation. Students evaluate faculty performance and vice versa, and then this is shared. Data such as teacher turnover and punctuality are used to evaluate the program.

6. Portland Urban Teacher Education Project
John Adams High School
5700 N.E. 39th Avenue
Portland, Oregon 97211

Dr. John Parker

Funding. Federal

Control. Oregon State and Portland School District #1

Objectives. (1) To train teachers to be successful teaching disadvantaged students, (2) to encourage more Blacks to enter education, (3) to create a school based program which is interdisciplinary and links theory and practice.

Procedure. Twelve months of student teaching is accompanied by course work at Adams High in race relations, Black history, methods, educational psychology, teaching reading, adolescence, the disadvantaged, school in American life, school and community. John Adams High School is modeled after the teaching hospital, thus combining instruction, personnel training, and research.

7. Project Success Environment
Atlanta Public Schools
Atlanta, Georgia

Marion Thompson
Director

Funding. E.S.E.A. Title III.

Control. Atlanta Public School System.

Objectives. To be development of a school situation which will hold success for the inner-city child (based on Schools Without Failure, W. Glasser).

Procedure. In-service reorientation of staff is crucial to the success of project. Summer training: behavior modification and the development of the success technique appropriate for use in inner-city classroom. Follow-up during the school year.

8. A Self-Perpetuating System of In-service Training for Teacher Development
Rialto Unified School District
182 E. Walnut Street
Rialto, California 92376

Dr. Robert E. Maxwell, A
Assistant Superintendent of Instruction

Funding. U.S.O.E.

Control. Rialto Public Schools, California State College, U. of California at Riverside, and other colleges.

Objectives. The modification of student behavior by increasing teacher effectiveness. The implementation of a self-perpetuating in-service project.

Procedure. Seminars in learning theory, the educationally deprived, individualizing instruction, simulation (use of release time and auxiliary instructors). Clinic teachers help teachers apply theory through the use of mini-seminars during the school day.

Evaluation. Pre- and post-achievement tests for students: observation of teacher change; Q-sorts on teacher's perceptions and student's perceptions.

9. Trainer of Teacher Trainers (TTT)
College of Education
U. of Washington
Seattle, Washington

Funding. U.S.O.E.

Control. U. of Washington; Central District Schools.

Objectives. The simultaneous training of college trainers of teachers and experienced elementary teachers, with an inner-city and Indian culture thrust.

Procedure. An ongoing workshop for inner-city teachers, an Indian education seminar, a year-long urban studies seminar, a year-long urban studies seminar. Field work is conducted in the Central District.

10. Urban Program in Education
U. of Michigan
Ann Arbor, Michigan

Funding. E.P.D.A.

Control. U. of Michigan, the school community, and the schools - tripartite decision making.

Objectives. The provision for a series of integrated and sequential training experiences for educational people interested in the inner-city schools.

Procedure. Four components: (1) leadership, doctoral candidates, (2) Child Development Consultant Project, (3) teacher training using teams, and (4) New Careers. Minority group recruiting. Summer - U. of Michigan Fresh Air Camp for problem boys staffed by program participants.

11. Urban Teacher Corps
Clifton Terrace Apts.
1312 Clifton Street,
N. W. No. 105
Washington, D. C. 20001

Maxine S. Daly
Director

Funding. U. S. O. E., Teacher Corp.

Control. Area universities, Teacher Corp, Dept. of Staff Development of D. C. Schools.

Objectives. The recruitment, selection, and training of young people to be effective community-oriented teachers. The broadening of teacher education; involvement of the community in recruitment.

Procedure. This fourteen-month program helps the intern to acquire knowledge, skills, and attitudes in the areas of instruction, curriculum, and evaluation. Methods used include: clusters, university coursework, and summer mini-schools. Also offered is a support program for first year teachers (1970-71) and in-service workshops for D. C. teachers.

Evaluation. Teachers learn self-evaluation procedures.

12. Urban Teacher Education Task Force
U. of California
Berkeley, California

Thomas C. Walker
Director

Control. University staff - Black professionals.

Objectives. The preparation of secondary, community - oriented teachers for teaching in the inner city and for acting as agents of curriculum change.

Procedure. Summer training session (trainees have B. A. or B. S.) involves becoming familiar with the community, Black history and racism, and methods and foundations of teaching.

Evaluation. Written and oral feedback.

13. Washington School Project
Champaign Community Unit
School District No. 4
Champaign, Illinois

Funding. University, Unit 4, and federal support funds.

Control. The University of Illinois at Urbana-Champaign, and Champaign Community School District No. 4.

Objectives. The institution and evaluation of procedures for curriculum reform and in-service training for a city that has decided as a policy matter to eliminate racial isolation.

Procedure. In-service training in reading, early childhood education, mathematics-sciences, and aesthetics. A Basic Skills Center is open to children and parents of the school and of the neighborhood.

Evaluation. Yearly evaluation via interview and questionnaire techniques, as well as observation.

14. Westport, Connecticutt
Schools Project
TDR Associates, Inc.
212 Worchester Rd.
Wellesley Hills, Mass. 02181

Funding. Westport Education Association.

Control. TDR Associates and Westport Public Schools.

Objectives. The training of Westport teachers and administrators to set and attain improvement goals as a follow-up to performance appraisal.

Evaluation. "Built in" evaluation, plus an independent evaluation by a member of Yale's Department of Administrative sciences.

APPENDIX F

TECHNIQUES FOR REVIEW OF THE LITERATURE

APPENDIX F

TECHNIQUES FOR REVIEW OF THE LITERATURE

PRINCIPAL SOURCES OF EDUCATIONAL INFORMATION

Where did this information come from?
Wolf, W. and Caldwell, M., "Guide for Locating and Abstracting Educational Information, College of Education, O. S. U., Columbus (1963).

See: Wise, J. E. et al., Methods of Research in Education, "Review of the Literature." (Chapter III). (B-199)

Educational Resources Information

Center (ERIC) is the first source to review for recent information in the field of education. ERIC is a national information center which collects, stores, and disseminates information on education. School administra- can use ERIC to identify new educational developments and techniques. A monthly abstract journal reports on newly funded research projects of U.S.O.E. ERIC publications can be identified by descriptors, author institution or accession number. ERIC texts can be purchased in microfiche or hard copy.

What is the name of the monthly abstract journal?

ERIC's Research in Education.

What are some sample descriptors?

Teacher Education, Teacher Training, In-Service Education, Urban Education, Disadvantaged Youth.

Decentralized information centers are located across the country.

Where can ERIC texts be purchased?
ERIC Document Reproduction Service
The National Cash Register Company
4936 Fairmont Ave., Bethesda, Md.200

A sample information center.
Teacher Education, Dr. Joel L. Burdin
American Association of Colleges
for Teacher Education
Washington, D.C. 20036

Encyclopedia of Educational Research summarizes the research of the preceding eight-year period. The index is in orange at the center of the large volume of 1522 pages. Authors names are not included. Bibliographies are included at the end of each section.

Encyclopedia of Educational Research
Edited by R. L. Ebel (1969). (B-63)

Education Index is an index to periodic literature in education (some books, pamphlets and other publications are also listed).

What is a sample referent?
In-Service Education of Teachers.

Sample Referents:	Sample Journals:
Teacher Education	J. of Educational Research
Teacher Education In-Service	NEA Journal
Inner-City Education	Phi Delta Kappan

Psychological Abstracts deals with subjects of a psychological nature. Published bimonthly by the A.P.A., it has an annual index which lists abstracted entries by both author and subject.

Sample Referents: Teacher Training

Sample Journals: J. of Education Psychology Educ. and Psch. Measurements

Where can I look for a more complete listing of educational periodicals?

Wise, et al., Methods of Research in Education, p. 48. (B-199)

OTHER SOURCES OF EDUCATIONAL INFORMATION

Reader's Guide to Periodic Literature

indexes educational materials which are generally of a less technical nature.

Dissertation Abstracts gives abstracts of all doctoral dissertations. These are available on microfilm.

Where are microfilms available?
University Microfilms,
Ann Arbor, Michigan

Bibliographic Index includes bibliographies from all fields.

The Vertical File Index monthly lists pamphlets in all fields.

Books in Print: An Author-Title Series Index to the Publishers' Trade List Annual (1969) is an annually published index including hardbound and paperback books. It consists of two indexes bound in one volume: the first arranged alphabetically by author and editor; the second, alphabetically by title and editor.

Where can I look for a cummulative index?

Cummulative Book Index.

APPENDIX G

USE OF THE CONSULTANT

APPENDIX G

USE OF THE CONSULTANT

A CHECKLIST

	Always	Usually	Sometimes	Never
I use consultants in my work				
I clarify the nature of the problem at the outset and the circumstances surrounding that problem (B-96)				
I clarify the reason for choosing him for the work to be done				
I indicate when I will need his help				
what I expect from him				
what he can expect from me				
I clarify constrictions and constraints in his work				
I inform him ahead of time of any deviation in role expectancy (B-96)				
I provide periodic feedback concerning his work				
I receive periodic input concerning the work that he is doing				
I listen to my consultant whether or not he is saying what I want to hear				
My consultant has "local knowledge" relative to perennial friction spots in my schools (B-96)				
If friction among the administration is a problem, this is faced (B-96)				
I have carefully chosen the personnel who will work with the consultant (B-96)				
I strive for administrative recognition of changes that have been made (B-96)				
I work in a consultant capacity				
As a result, I am sensitive to problems of the employer and problems of the consultant				
I am interested in the "helping relationship" (B-156)				

A CHECKLIST (Cont.)

	Always	Usually	Sometimes	Never
I can be perceived by others as trustworthy and consistant (not only in outer conditions such as punctuality, but in the sense of being myself) (B-156) - - - - - - - - - - -				
I can be expressive enough as a person that I will communicate unambiguously (B-156)- - - - - - - - - - - - - - - - - -				
I feel positive attitudes of interesting, liking, and respect toward most people (B-156)- - - - - - - - - - - - - - - - -				
I can react with sufficient sensitivity that my behavior will not be perceived as a threat (B-156)- - - - - - - - - - - -				